ERT Report Instrument
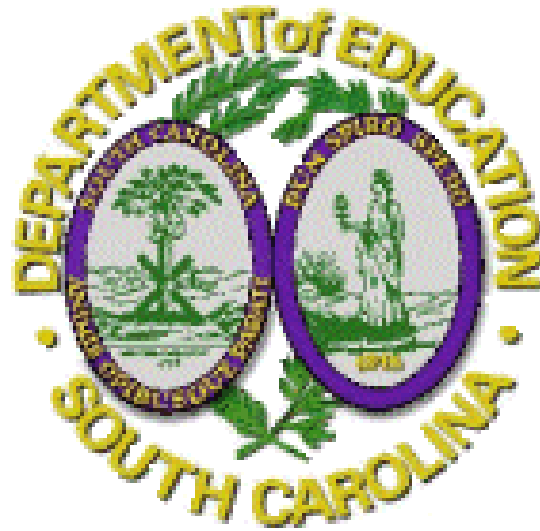
Intervention and Assistance Team
Office of School Quality
Division of Professional Development and School Quality

School Year 2002 –2003

School: Jasper County High School

FOCUS AREAS

Leadership and Governance

Curriculum and Instruction

Professional Development

Performance

ERT Report Instrument

Intervention and Assistance Team
Office of School Quality
Division of Professional Development and School Quality

Leadership and Governance

School Year 2002 –2003

School: Jasper County High School

FOCUS AREA:	Leadership and Governance	
Number L&G 1	**Reference** 59-18-300	**STANDARD:** The school evidences an acceptance of shared responsibility for improving student performance by administrators, teachers, parents, students, and the community and takes action to improve classroom practice and student performance.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.1	59-18-110	School policies or procedures are designed to support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments. **Findings:** ☒ The above indicator is fulfilled. ☐ There are no policies or procedures on the local level that support academic achievement standards by aligning local standards and assessments to state standards and assessments. ☐ There are some local policies or procedures that address alignment of state and local standards and assessments with state standards and assessments. ☐ Policies or procedures exist that support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments; however, they are not being followed.	☐ The school leadership must develop policies and procedures to support the use of the academic achievement standards that assist schools and students in achieving higher performance by aligning local standards and assessment to state standards and assessments. ☐ The school leadership must review, revise, and/or modify existing polices or procedures to support the use of academic achievement standards that assist schools and students in achieving higher performance by aligning local standards and assessments to state standards and assessments. ☐ The school leadership must take immediate action to enforce existing policies or procedures that support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by aligning school standards and assessments with state standards and assessments.	**Office of Governmental Affairs** ☐ Provide models for policies and procedures. **Office of School Quality** ☐ Broker services through the South Carolina School Board Association to • provide an annual policy workshop or policy review with the board; • review the Board's policies prior to adoption; • review all new or revised policies formally adopted by the board for content, format, and legal compliance; and • provide sample policies upon request. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.2	59-18-900	The principal, in conjunction with the school improvement council (SIC), has written a narrative response to the annual report card that articulates the school's progress. The narrative cites the specific factors or activities that support progress and the barriers that inhibit progress. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no written narrative response to the annual report card. ☐ The SIC did not participate in the written narrative response to the annual report card. ☐ The narrative response does not address the specific factors or activities that support progress and the barriers that inhibit progress.	☐ The principal, in conjunction with the school SIC, must develop a written narrative response to the annual report card. ☐ The principal, in conjunction with the SIC, must revise and redistribute the narrative response to the annual report card. ☐ The school leadership must attend the SICA training session on writing the annual report. ☐ The principal, in conjunction with the SIC, must revise the existing narrative to address the specific factors or activities that support progress and the barriers that inhibit progress.	**Office of School Quality** ☐ Broker the services of the School Improvement Council *Assistance* (SIC*A*) to provide the training session "Writing the Annual School Summary Report," which includes • Report purpose; • Steps to writing the report; and • Samples and information display. ☐ Broker the services of SICA to provide annual SIC training. ☐ Provide guidance to the principal and the SIC in writing the written narrative response. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.3	59-18-110	▸ The district has policies or procedures to ensure the identification and provision of resources designed to strengthen the process of teaching and learning in the classroom, improve student performance, and address gaps in student performance. Funds are allocated on the basis of priorities identified in the district strategic plan or school renewal plan. ▸ (District Driven Indicator) **Findings:** ☒ The above indicator is fulfilled. ☐ The district has no written policies or procedures for this indicator. ☐ The district's policies or procedures do not ensure the identification and provision of resources to strengthen the quality of teaching and learning in the classroom. ☐ District funds are not allocated on the basis of priorities identified in the district strategic plan or the school renewal plan. ☐ Policies and procedures exist but are not being followed.	☐ The district staff must develop written policies or procedures to ensure the identification and provision of resources designed to strengthen the quality of teaching and learning in the classroom, improve student performance, and address gaps in student performance. ☐ The district staff must revise existing policies or procedures to ensure the identification and provision of resources designed to strengthen the quality of teaching and learning in the classroom, improve student performance, and address gaps in student performance. ☐ The district staff must review and revise its existing funding procedures to ensure appropriate allocation to needs identified in the district strategic plan or the school renewal plan. ☐ The district staff must take immediate action to ensure existing policies and procedures are being followed.	**Office of Governmental Affairs** ☐ Provide models for policies and procedures. ☐ Provide research to assist districts with making quality decisions relating to policies and procedures. **Office of School Quality** ☐ Provide or broker a workshop on writing policies and procedures. ☐ Monitor the implementation of the recommendations of the external review team. ☐ Broker services through the South Carolina School Boards Association to • provide an annual policy workshop or policy review with the board; • review all new or revised policies formally adopted by the local board for content, format, and legal compliance; and • provide sample policies upon request.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.4	59-18-700	Policies or procedures specify that local instructional materials reflect the substance and level of performance outlined in the state standards. **Findings:** ☒ The above indicator is fulfilled. ☐ There are no policies or procedures that address the evaluation of the district's system of implementation or the efficiency and effectiveness of the academic improvement efforts. ☐ The district has policies or procedures that are insufficient to accomplish the evaluation of the system. ☐ Policies and procedures exist but are not being followed.	☐ The district/school leadership must develop policies or procedures specifying that local instructional materials reflect the substance and level of performance outlined in the state standards. ☐ The district/school leadership must review and revise and/or modify existing policies and procedures to adequately address the evaluation of its system of implementation and the efficiency and effectiveness of the academic improvement efforts. ☐ The district/school leadership must ensure that existing policies are complete and that instructional materials comprehensively reflect the substance and level of performance outlined in the state standards. ☐ The district/school leadership must provide written assurances that articulate how existing policies and procedures will be followed.	**Office of Governmental Affairs** ☐ Provide models for policies and procedures. **Office of School Quality** ☐ Provide or broker a workshop on writing procedures. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 1.5	59-1-440	Priority during the school day is given to teaching and learning. Classroom interruptions are kept to a minimum. **Findings:** ☒ The above indicator is fulfilled. ☐ Instructional time is not maximized. ☐ Priority is not given to teaching and learning. ☐ Classroom interruptions are not kept to a minimum.	☐ School leadership must establish a system that maximizes teaching and learning opportunities and protects classroom-learning time. ☐ The school leadership must revise and/or modify existing polices to direct the protection of instructional time. ☐ The school leadership must establish a system that ensures classroom interruptions are kept to a minimum.	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

		FOCUS AREA: Leadership and Governance		

Number	Reference	STANDARD: School administrators have individual professional growth plans, with annual updates, to support their individual growth and district and school needs as defined by the district's strategic plan and the school's renewal plan.
L&G 2	59-24-30	

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 2.1	59-24-40	Individual professional growth plans for administrators are developed using the State Board of Education's criteria and standards for principal performance. **Findings:** ☒ The above indicator is fulfilled. ☐ The individual professional growth plan for the principal has not been developed using the State Board of Education's criteria and standards for principal's performance.	☐ The professional growth plan for the principal must be reviewed and updated so that it is complete and compliant with the State Board of Education's criteria and standards for principal performance.	**Office of School Leadership** ☐ Provide assistance with the development of individual professional development plans. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
L&G 2.2	59-24-50	Written copies of the administrators' professional growth plans and evaluations are on file. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no evidence that copies of the professional growth plans are on file. ☐ The professional growth plans are on file but are not being implemented.	☐ The school leadership must establish and maintain a filing system for all individual professional growth plans. ☐ The school leadership must ensure all professional growth plans are implemented.	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		

Number	Reference	STANDARD: Principals are involved in the selection, discipline, and dismissal of personnel in their school.
L&G 3	59-18-1300	

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 3.1	59-18-1300	Local polices or procedures direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their school. **Findings:** ☒ The above indicator is fulfilled. ☐ There are no written local policies or procedure that direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their particular schools. ☐ The written policies do not specify procedure for selection, discipline, and dismissal of personnel. ☐ Policies and procedures exist but are not being followed.	☐ The district leadership must develop policies or procedures to direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their schools. ☐ The district leadership must review and revise and/or modify policies and procedures to direct the active involvement of principals in the selection, discipline, and dismissal of personnel in their schools. ☐ The district leadership must articulate a written plan to ensure that principals comply with existing policies and procedures regarding the selection, discipline, and dismissal of personnel in their schools.	**Office of Governmental Affairs** ☐ Provide models for policies and procedures. **Office of School Leadership** ☐ Provide training for principals through the Leadership Academy. **Office of School Quality** ☐ Broker services for writing procedures. ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		
Number L&G 4	**Reference** 59-139-10	**STANDARD:** The school has an early childhood initiative that includes staff training to prepare teachers and administrators in teaching techniques and strategies needed to implement that initiative.***** *****This standard should be reviewed only for schools serving students in kindergarten through grade three.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 4.1		▶ The district strategic plan includes an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for pre-school children in the district. ▶ (District Driven Indicator) **Findings:** ☒ Not applicable ☐ The above indicator is fulfilled. ☐ The district strategic plan does not include an early childhood initiative. ☐ The district strategic plan includes an early childhood initiative; however, this initiative is not being fully implemented.	☐ The district must develop and implement an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for preschool children in the district. ☐ The district must revise the early childhood initiative found in the district strategic plan, ensuring that it integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for pre-school children in the district. ☐ The district leadership must take action to ensure the early childhood initiative is being implemented in accordance with the plan.	**Office of Early Childhood Education** ☐ Provide a workshop on recruiting parents of children who qualify for early childhood programs. ☐ Provide guidance in selecting approved parent education programs offered to parents of children who qualify for early childhood assistance. ☐ Provide training in appropriate early childhood practices and parenting programs. ☐ Provide training for the screening and identification process as well as targeting academic assistance. ☐ Provide guidance for professional staff to use community outreach for recruitment practices. ☐ Provide guidance for staff to use community agencies for collaboration in identifying students.

Number	Reference	Indicator	Recommendations	Technical Assistance
				☐ Visit, monitor, and evaluate the early childhood programs regularly and provide feedback to the district.
				☐ Provide administrators with training in using the early childhood evaluation instrument.
				☐ Provide workshops to review compliance requirements.
				☐ Recommend and coordinate site visits to exemplary early childhood programs with similar demographics.
				☐ Provide a workshop on Title I guidelines for parenting programs and staff training.
				☐ Provide guidance in coordinating funds from state and federal sources.
				Office of Curriculum and Standards
				☐ Provide information on coordination of federal funds.
				Office of School Quality
				☐ Provide or broker services to assist in writing district strategic plans.
				☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 4.2	59-139-10	The school leadership will design and implement a developmentally appropriate curriculum model from pre-school through grade three, based on a needs assessment and on strategies found to be effective in research. **Findings:** ☒ Not applicable ☐ The above indicator is fulfilled. ☐ The school does not have a curriculum for grades pre-school through third grade. ☐ The pre-school through third grade curriculum is not based on the needs of the students in that school and/ or is not based on strategies found to be effective in research. ☐ The pre-school through third grade curriculum is appropriate and uses sound research-based strategies. However, it is not being implemented as written.	☐ The school leadership must design and implement a developmentally appropriate curriculum model for pre-school through grade three, based on a needs assessment and on strategies found to be effective in research. ☐ The school leadership must review and revise the curriculum for grades pre-school through grade three to ensure that it is based on a needs assessment and on strategies found to be effective in research. ☐ The school leadership must take action to ensure that the approved pre-school through grade three curriculum is being fully implemented in the classroom.	**Office of Early Childhood Education** ☐ Provide a workshop on appropriate curriculum models for pre-school through grade three. ☐ Visit, monitor, and evaluate the curriculum models for pre-school through grade three. ☐ Recommend and coordinate site visits to exemplary early childhood programs with similar demographics. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team. **Office of Curriculum and Standards** ☐ Provide professional development for Standards in Practice. ☐ Provide professional development for curriculum calibration. ☐ Provide professional development in how to review curricula with a focus on data.

FOCUS AREA:	Leadership and Governance	
Number **Reference**	**STANDARD:** The school has established academic assistance initiatives for all grade levels.	
L&G 5	59-139-10	

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 5.1	59-139-10	The school has an academic assistance initiative to support students with academic difficulties in all grades (pre-school through grade twelve) so that they are able to progress academically with their peers. Options **may** include a. Extended-day and/or weekend programs; b. Extended school year; c. Tutorial programs; d. Floating teachers assigned to work with students who have academic difficulties; and e. Alternatives to the above options. **Findings:** ☒ The above indicator is fulfilled. ☐ The school does not have an academic assistance initiative for the grade levels it serves. ☐ The school has an academic assistance initiative intended to support students with academic difficulties; however, it is not being implemented appropriately.	☐ The school leadership must provide an appropriate academic assistance initiative designed to enable students having academic difficulties to progress academically with their peers. ☐ The school leadership must review and revise and/or modify the existing academic assistance initiative to better support students with academic difficulties so that they are able to progress academically with their peers.	**Office of Curriculum and Standards** ☐ Provide suggestions and guidance for the implementation of effective academic assistance initiatives. **Office of School Quality** ☐ Provide or broker services to help the school establish an academic assistance initiative. ☐ Provide assistance in finding new and innovative programs that might be used for supporting students with academic assistance. ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Leadership and Governance	

Number L&G 6	Reference 59-18-500	**STANDARD:** Schools have academic plans for individual students who are lacking the skills to perform at current grade levels that are developed using Education Accountability Act guidelines for academic plans for students.** **This standard should be reviewed only for schools serving students in grades three through eight.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.1	59-18-500	The school uses the following Education Accountability Act (EAA) guidelines when developing individual academic plans for students: • The school notifies parents/guardians of students in grades three through eight regarding the need for a conference if the student lacks the skills to perform at his or her current grade level. • The district has policies regarding academic conferences, individual academic plans, and district-level reviews that are in compliance with EAA guidelines for academic plans for students. Parents/guardians and students are provided copies of these policies. • Students with disabilities who have individualized education programs (IEPs) and qualify for individual academic plans may have their academic plan conference during their annual IEP meeting. However, if a student receives services for speech only and is eligible for an individual academic plan, that plan is developed by the school conference participants. • Policies and procedures established by districts	☐ The school leadership must provide professional development for teachers and administrators in the appropriate development of academic plans for students. ☐ The school leadership must immediately review existing policies and procedures governing development of academic plans for students and revise and/or modify the plans to reflect most recent State Department of Education (SDE) guidelines. ☐ The school leadership must immediately develop and implement policies and procedures regarding academic conferences, district-level reviews, and the appeals process that are consistent with the Individuals with Disabilities Education Act Amendments of 1997 (IDEA) and its accompanying regulations. ☐ The school leadership must immediately review and revise and/or modify policies and procedures relating to students with limited English proficiency (LEP) not performing at grade level to reflect compliance with federal and state regulations. ☐ The school leadership must immediately develop and	**Office of Curriculum and Standards** ☐ Provide assistance for the school/ district in reviewing the State's guidelines for academic plans for students. ☐ Provide a workshop on formulating strategy for the systemic use of academic plans. ☐ Provide suggestions and guidance for the implementation of effective academic plans. ☐ Provide assistance on developing and implementing policy and procedure relating to students with limited English proficiency (LEP). **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
		regarding academic conferences, district-level reviews, and the appeals process must be consistent with the Individuals with Disabilities Education Act (IDEA) and its accompanying regulations. • A student with limited English proficiency (LEP) who is not on grade level is eligible for an individual academic plan. The plan may be used to meet both the academic and the language needs of a limited-English-proficient student; however, such a student may not be retained due to his or her limited language proficiency. • Districts must monitor the implementation of academic plans for students as part of the local accountability plan and may use Act 135 funds to carry this effort, including using funds to support summer school attendance. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ EAA guidelines are not followed in the development of academic plans for students. ☐ Academic plans for LEP students not on grade level do not reflect compliance with federal and state regulations. ☐ There is no documentation to suggest that districts monitor the implementation of academic plans for students.	implement policy and procedure relating to LEP students not performing at grade level to reflect compliance with federal and state regulations. ☐ The school leadership must direct the immediate review of all academic plans for students and revise and/or modify these plans to ensure compliance with EAA guidelines. ☐ The school leadership must immediately create and carry out a plan to monitor the development and implementation of academic plans for students.	☐ Monitor for compliance in the use of academic plans, including the review of these plans to ensure that they are adjusted at least once each grading period. **Office of Technology** ☐ Provide suggestions and guidance on ensuring that students demonstrate technology proficiency by the end of the 8th grade.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.2	59-18-500	The school has appropriate polices for the identification of students in grades three though eight who are eligible for academic plans. At a minimum, a student must receive an academic plan if he or she meets either of the following two criteria: • The student was retained for the current school year for academic reasons. • The student did not score at the basic performance level on any test in the PACT (Palmetto Achievement Challenge Test) battery. The school must have procedures in place for students transferring with academic plans. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ There are no written policies for the identification of students in grades three through eight who are eligible for academic plans. ☐ Some students who qualify for academic plans do not have them. ☐ There are no written procedures for students who transfer with academic plans.	☐ The school leadership must develop written policies for the identification of students in grades three through eight who are eligible for academic plans. ☐ The school leadership must immediately provide academic plans for qualifying students who lack such plans. ☐ The school leadership must review existing policies relating to the identification of students who qualify for academic plans and revise these policies to include a procedure that provides for the uninterrupted delivery of programs and services for transfer students currently on academic plans.	**Office of Curriculum and Standards** ☐ Provide assistance for the school/district in reviewing the State's guidelines for student academic plans. ☐ Assist the school/districts with the development and writing of policies and procedures related to academic plans. ☐ Provide suggestions and guidance for the implementation of an effective program for academic plans for students. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.3	59-18-500	Academic plans are developed in conference that includes the student, the parent(s), and the appropriate school personnel. The individual academic plans outline the additional services to be provided by the school and/or the district and specify the actions that the student and the parents/guardians will undertake to further the student's success. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ There is no documentation to suggest that academic plans are developed collaboratively by the participants in a conference. ☐ Academic plans do not include or describe additional services to be provided by the school and/or district. ☐ Academic plans do not specify the actions that the student and the parents/guardians will undertake to further the student's success.	☐ The school leadership must immediately construct and implement guidelines governing • The development of academic plans collaboratively by the participants in a conference and • The inclusion in academic plans of a description of additional services to be provided by the school and/or district as appropriate and the specific actions the student and the parents/guardians will undertake. ☐ The school leadership must provide immediate dissemination of revised guidelines to qualifying students and their parents/guardian.	**Office of Curriculum and Standards** ☐ Provide information and technical assistance for the school/district to outline the implementation of the academic plan process. **Office of School Quality** ☐ Provide or broker services to assist in developing procedures for conferences and in establishing academic plans. ☐ Suggest additional services that might be provided by the school/district for students with academic plans. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.4	59-18-500	A copy of the individual academic plan, the conference notification letter(s), and other pertinent documentation are maintained in the student's permanent record. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ A review of records indicates that a copy of the individual academic plan, the conference notification letter(s), and other pertinent documentation are not being maintained in the student's permanent record.	☐ The school leadership must immediately construct and implement a system governing the appropriate maintenance of students' permanent records with regard to individual academic plans.	**Office of Curriculum and Standards** ☐ Assist school/district in the development of a record-keeping system for academic plans for students. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
L&G 6.5	59-18-500	Parents and students are afforded the opportunity to meet quarterly with appropriate school personnel to discuss the steps needed to ensure that the student is successful at the next grade level. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that parents of all students with individual academic plans are afforded the opportunity to meet quarterly with appropriate school personnel to discuss the steps needed to ensure that students are prepared for success at the next grade level.	☐ The school leadership must immediately construct and implement a system governing quarterly meetings between parents/guardians of students on academic plans and appropriate school personnel to discuss the steps needed to ensure that students are prepared for success at the next grade level. ☐ The school leadership must provide immediate dissemination of the new system to qualifying students and their parents/guardians.	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 6.6	59-18-500	Progress for students with academic plans is reviewed at the end of each summer school, and a report indicating the status of each student's readiness to achieve at the next grade level is issued to the parents/guardians. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ There is no evidence that progress for students with academic plans is reviewed at the end of each summer school or that a report indicating the status of each student's readiness to achieve at the next grade level is issued to the parents/guardians.	☐ The school leadership must establish written procedures to ensure that academic plans are reviewed at the end of each summer school and that a report indicating the status of each student's readiness to achieve at the next grade level is issued to the parents/guardians.	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		
Number L&G 7	**Reference** 59-18-1300 59-20-60	**STANDARD:** The school renewal plan is developed every five years, is coordinated, and is reviewed and revised annually with input from principals, parents/guardians, teachers, the School Improvement Council (SIC), and community members.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 7.1	59-18-1300	Principals, parents/guardians, teachers, the SIC, and community members are involved in the annual review and revision of the district strategic plan and the school renewal plan. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to suggest that principals, parents/guardians, teachers, the SIC, and community members were collectively involved in the annual review and revision of the district strategic plan and the school renewal plan.	☐ The school leadership must provide professional development with regard to forming collaborative relationships between school and community. ☐ The school leadership must establish written goals and strategies to improve community, parental, and staff involvement in the annual review and revision of the district strategic plan and the school renewal plan.	**Office of Curriculum and Standards** ☐ Conduct a weeklong institute (the Cluster School Leadership Academy) in which district-level administrators and representatives from each school within the district work collaboratively to set goals, objectives, strategies, action plans, and timelines for monitoring progress in the following areas: professional development, curriculum, instruction and assessment, supplemental academic programs, and community and parental involvement. **Office of Technology** ☐ Provide suggestions and guidance on aligning the district technology plan with the district strategic plan and the school renewal plan. **Office of School Quality** ☐ Assist the school with the development of the district strategic plan and the school renewal plan. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 7.2	59-139-10	Assessments of the effectiveness of strategies in the district strategic plan and the school renewal plan provide data regarding the impact of strategies and indicate whether they should be continued, modified, or terminated. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no assessment of the effectiveness of strategies in the district strategic plan and/or the school renewal plan. ☐ There are no data for the assessment of strategies in the district strategic plan and/or school renewal plans.	☐ The district staff must develop an assessment plan that has an implementation timeline and that uses data to assess the effectiveness of the strategies in the district strategic plan. The assessment plan should use data to determine the impact of the strategies and indicate whether they should be continued, modified, or terminated. ☐ The school leadership must develop an assessment plan that has an implementation timeline and that uses data to assess the effectiveness of the strategies in the district strategic plan. The assessment plan should use data to determine the impact of the strategies and indicate whether they should be continued, modified, or terminated. ☐ The school leadership must review existing assessment plan and revise and/or modify it to include the use of data; the effectiveness of strategies in the district strategic plan and the school renewal plan; provide data regarding the impact of strategies; and indicate whether they should be continued, modified, or terminated.	**Office of Assessment** ☐ Provide or broker assistance to establish a procedure for determining the effectiveness of the strategies in the district strategic plan and the school renewal plan. **Office of School Quality** ☐ Provide strategic planning workshops that address planning, implementing, and evaluating the success of the plan. ☐ Broker consultant services to assist districts with strategic plan evaluation. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 7.3	59-18-500	▶ The district delineates the strategies and the support that it will provide to a school to assist in the implementation of the school renewal plan. ▶ (District Driven Indicator) **Findings:** ☒ The above indicator is fulfilled. ☐ The district strategic plan does not define the strategies and support that it will provide to a school to assist in implementing the school renewal plan.	☐ The district staff must delineate the strategies and the support that it will provide to a school to assist in implementing the school renewal plan.	**Office of School Quality** ☐ Provide strategic planning workshops that address the implementation of district's school renewal plans. ☐ Broker consultant services to provide planning workshops for writing school renewal plans. ☐ Monitor the implementation of the recommendations of the external review team.
L&G 7.4	59-20-60	The school renewal plan integrates the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan. **Findings:** ☒ The above indicator is fulfilled. ☐ The school renewal plan does not integrate all aspects of the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.	☐ The school leadership must review, revise, and/or modify the school renewal plan to integrate all aspects of needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.	**Office of School Quality** ☐ Provide or broker strategic planning workshops that address the integration of needs, goals, objectives, strategies, and evaluation methods found in school renewal plans. ☐ Monitor the implementation of the recommendations of the external review team.

| L&G 7.5 | 59-139-10 | The school renewal plan is derived from strategies found by education research to be effective.

Findings:

☒ The above indicator is fulfilled.

☐ Proposals and plans in the district strategic plan and the school renewal plan are not derived from strategies found by education research to be effective. | ☐ The school leadership must review, revise, and/or modify the school renewal plan to include strategies found by education research to be effective. | **Office of School Quality**

☐ Broker or provide workshops on using effective, research-based strategies for developing the district strategic plan and the school renewal plan.

☐ Provide research-based proposals for plans to improve student achievement.

☐ Monitor the implementation of the recommendations of the external review team. |
| L&G 7.6 | 59-20-60 | The school renewal plan provides for an innovation initiative designed to encourage comprehensive approaches based on effective strategies identified in research literature.

Funds can be spent in one or all of the following areas or in any innovation initiative identified in "Continuous Improvement/Innovation" (Revenue 3503) in the SDE's *2000–01 Funding Manual*:
• new approaches to what and how students learn by changing schooling in ways that provide creative, flexible, and challenging education for *all* students, especially those at risk;
• performance-based outcomes that support a pedagogy of thinking and active approaches for learning;
• applying different teaching methods permitting professional educators at every level to focus on education success for *all* students and on critical thinking skills;
• redefining how schools operate, resulting in the decentralization of authority and allowing those closest to the students at each school the flexibility | ☐ The school/district leadership must review, revise, and/or modify the school renewal plan to include an initiative that encourages innovative approaches based on effective strategies identified in research literature.

☐ The school/district leadership must revise and/or modify initiative(s) not listed in the SDE 2000–01 Funding Manual with an approved initiative. | **Office of Curriculum and Standards**

☐ Recommend teaching methods that have proven to be successful in increasing student achievement.

☐ Provide information and /or technical assistance on effective professional development models and best practices of instructional strategies.

Office of School Leadership

☐ Provide workshops for administrators on choosing effective staff development that is research based.

Office of School Quality

☐ Provide or broker a workshop that relates to current education research. |

		to design the most appropriate education location and practice; and • creating appropriate relationships between schools and other social service agencies by improving relationships among school and community agencies, parents, and the business community and by establishing procedures that cooperatively focus the resources of the greater community upon barriers to students' success in the school, particularly in the areas of early childhood and parenting programs, after-school programs, and adolescent services. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ The school renewal plan does not provide for an initiative that encourages innovative approaches based on effective strategies identified in research literature. ☐ The initiative is incomplete or does not include innovative approaches. ☐ The initiative is not described in the SDE's *2000–01 Funding Manual.*		☐ Provide or broker a workshop to identify proven and acceptable innovative initiatives used in school renewal plans. ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		
Number L&G 8	**Reference** 59-5-65	**STANDARD:** The school has and uses a model safe schools checklist on a regular basis to assess the schools' safety.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 8.1	59-5-65	The school has written safe schools checklists that are routinely used to assess safety strengths and weaknesses, and school staff is prepared to react in an emergency situation. **Findings:** ☒ The above indicator is fulfilled. ☐ No written guidelines or checklists are used to assess safety strengths and weaknesses. ☐ There is no evidence that school staff are prepared to act in an emergency situation.	☐ The school leadership must immediately develop and disseminate safe schools checklists to assess safety strengths and weaknesses. ☐ The school leadership must immediately provide staff with preparedness training and/or drills to ensure that they are adequately prepared to respond to an emergency situation.	**Office of Safe Schools and Youth Services** ☐ Provide assistance in the development of a written emergency plan. **Office of School Quality** ☐ Provide or broker services for district or school training in school safety plan development. ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		
Number L&G 9	**Reference** 59-18-320	**STANDARD:** Standardized testing is administered in accordance with the requirements of the Education Accountability Act.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 9.1	59-18-320	*The PACT is administered to *all* students in grades three through eight. **Findings:** ☒ Not applicable ☐ The above indicator is fulfilled. ☐ Documents indicate that not all students in grades three through eight were given the PACT or the PACT Alternate Assessment (PACT-Alt). *This indicator should be reviewed only for grades three through eight.	☐ The school leadership must immediately provide written assurances that the PACT or the PACT-Alt will be administered to all students in grades three through eight. ☐ Before the next testing cycle, the school leadership must provide in-service to teachers regarding the PACT-Alt and designing appropriate accommodations and/or modifications of students served with IEPs.	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 9.2	59-18-320	*The South Carolina High School Exit Examination is administered to all students beginning in the tenth grade. Students have four opportunities to take and pass the Exit Examination. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that all students in tenth grade take the South Carolina High School Exit Examination. ☐ The documentation confirming that students who failed the South Carolina High School Exit Examination in the tenth grade does not support confirmation of the times they were allowed to take the retest in the eleventh and/or twelfth grades. *This indicator should be reviewed only for schools serving grades ten and higher.	☐ The school leadership must establish a system that ensures the South Carolina High School Exit Examination is administered to all students beginning in the tenth grade. The system must specify how students who have not passed the test will be given access to retakes.	**Office of Assessment** ☐ Conduct training for district test coordinators on the administration of the Exit Exam. ☐ Provide workshop to analyze the data on students who repeat taking the Exit Exam. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		
Number L&G 10	**Reference** **59-18-350**	***STANDARD**: The school offers state-funded PSAT or PLAN testing.***** *****This standard should be reviewed only for schools serving students in grade ten and higher.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 10.1	59-18-350	*High schools give state-funded PSAT or PLAN tests to all tenth-grade students in order to assess and identify curricular areas that need to be strengthened and reinforced. **Findings:** ☒ Not applicable ☐ The above indicator is fulfilled. ☐ There is no documentation to confirm that all tenth-grade students were given the PSAT or PLAN tests. ☐ No documentation is furnished that demonstrates assessment or identification of curricular needs for students in tenth grade based on the results of the PSAT or PLAN tests. *This indicator should be reviewed only for schools serving grades ten and higher.	☐ The school leadership must ensure that every tenth-grade student is given PSAT or PLAN testing. ☐ The school leadership must determine and articulate in writing how PSAT or PLAN results will be used to assess and inform revisions, additions, and/or modifications to the curricula.	**Office of Assessment** ☐ Provide training for a building-level test coordinator. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 10.2	59-18-350	*The school uses PSAT or PLAN testing to provide guidance and direction to parents and students as they plan for postsecondary experiences. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ There is no evidence to confirm communication with parents and/or students regarding the use of PSAT or PLAN testing to provide guidance for postsecondary experiences. ***** This indicator should be reviewed only for schools serving grades ten and higher.	☐ The school leadership must plan and implement a workshop for students in the tenth grade and above and their parents to discuss how the results of PSAT or PLAN tests may be used to plan for postsecondary experiences. ☐ The school leadership must establish a system to ensure that students and parents will be informed of the PSAT or PLAN workshop.	**Office of Curriculum and Standards** ☐ Assist guidance counselors in interpreting results of PSAT and PLAN testing. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		
Number L&G 11	**Reference** 59-18-1910	**STANDARD:** The school provides a homework center for students.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 11.1	59-18-1910	The school provides a homework center for all students which functions beyond regular school hours. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no homework center for all students that functions beyond regular school hours.	☐ The school leadership must provide a homework center that functions beyond the regular school hours to serve all students.	**Office of Safe Schools and Youth Services** ☐ Provide information on best practices for homework centers. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
L&G 11.2	59-18-1910	Instruction and assistance in the homework center is tailored to the specific needs of individual students. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no homework center. ☐ There is no evidence to confirm that the instructional activities and assistance in the homework center are tailored to the specific needs of individual students.	☐ Develop and implement a plan to offer a homework center that offers instruction and academic assistance to match the specific needs of individual students. ☐ Review the process currently used determine instruction and delivery services in homework center. Revise and/or modify the plan to ensure that students are receiving instruction that is specifically developed to address their individual needs.	**Office of Safe Schools and Youth Services** ☐ Provide information on best practices for homework centers. **Office of School Quality** ☐ Monitor alignment of the after-school program with the school renewal plan. ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Leadership and Governance

Number	Reference	**STANDARD:** The school has programs and procedures established that heighten awareness of the importance of parents' involvement in the education of their children.
L&G 12	59-28-110	

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.1	59-28-130	The school renewal plan includes parental involvement goals and objectives and an evaluation component for this program. **Findings:** ☒ The above indicator is fulfilled. ☐ The school renewal plan does not include parental involvement goals and objectives and an evaluation component for this program. ☐ The school renewal plan does not contain all the components of parental involvement to include goals and objectives and evaluation. ☐ The school renewal plan includes parental involvement goals and objectives and an evaluation component; however, they are not being properly implemented.	☐ The school renewal plan must be revised to include parental involvement goals and objectives and an evaluation component for this program. ☐ The school leadership must take immediate steps to implement the goals and objectives and the evaluation component of the parental involvement program.	**Office of School Quality** ☐ Provide or broker guidance in the development of a parent involvement component for the district strategic plan and the school renewal plans. ☐ Provide or broker assistance to write the school renewal plans. ☐ Monitor the implementation of the recommendations of the external review team. **Office of Parental and Community Partnerships** ☐ Conduct workshops on increasing community and parental involvement in school activities. ☐ Conduct workshops on increasing school and business partnerships.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.2	59-28-170	▸ The district superintendent takes appropriate action to assist in improving parental involvement by • including parental involvement expectations as part of each principal's evaluation, • including information about parental involvement opportunities and participation in the district's annual report, and • disseminating to all parents in the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations). The district superintendent *considers* • designating staff to serve as parent liaisons, • requiring each school to designate a faculty contact for parental involvement, • requiring each school principal to designate space within the school specifically for parents, and • encouraging principals to adjust class and school schedules to accommodate parent-teacher conferences. ▸ (District Driven Indicator) **Findings:** ☒ The above indicator is fulfilled. ☐ There is no evidence to confirm that the district superintendent has attempted to improve parental involvement. ☐ There is no evidence to confirm the district superintendent has considered ways to improve parental involvement.	☐ The district superintendent must immediately develop a written plan to address improving parental involvement by • including parental involvement expectations as part of each principal's evaluation, • including information about parental involvement opportunities and participation in the district's annual report, and • disseminating to all parents in the district the expectations enumerated in S.C. Code Ann. § 59-28-180 (parent expectations).	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.3	59-28-160	▶ The local board of trustees takes appropriate actions to assist in improving parental involvement. Each board of trustees • considers joining national organizations that promote and provide technical assistance on various proven parental involvement frameworks; • incorporates into existing policies and efforts, where possible, proven parental involvement practices; • adopts policies that emphasize the importance of parental involvement and strives to increase and clearly define expectations for effective parental involvement practices; • provides for all faculty, no later than the 2002–03 school year, parental involvement orientation and training through staff development with emphasis on unique school and district needs; • provides incentives and formal recognition for schools that significantly increase parental involvement; • requires an annual briefing on district and school parental involvement programs including findings from state and local evaluations; and • includes parental involvement expectations as part of the superintendent's evaluation. ▶ (Local School Board Driven Indicator) **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation that the local board of trustees takes appropriate action to assist in improving parental involvement.	☐ The local board of trustees must develop and implement a written plan to address improving parental involvement. ☐ The local board of trustees must adopt policies that include expectations for proven parental involvement practices. ☐ The local board of trustees should highly consider joining national organizations that promote and provide technical assistance with parental involvement frameworks. ☐ The local board of trustees should immediately include parental involvement expectations as part of the superintendent's evaluation.	**Office of School Quality** ☐ Broker the services of the South Carolina School Boards Association to provide • orientation for new board members, • the notebook "Getting on Board," which contains information for school board members in South Carolina, and • the National School Boards Association manual *Becoming a Better Board Member.* ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
		☐ The local board of trustees has not adopted policies that include expectations for proven parental involvement practices.		
		☐ The local board of trustees does not belong to any national organization that promotes and provides technical assistance with parental involvement frameworks.		
		☐ The local board of trustees has not provided for staff development in the area of increased parental involvement.		
		☐ The local board of trustees has not provided for incentives to recognize schools that significantly increase parental involvement.		
		☐ The local board of trustees has not included parental involvement expectations as part of the superintendent's evaluation.		

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.4	59-20-60	▸ The district, in coordination with the local school board, publishes and distributes a programmatic report to the parents and constituents of the district that includes goals and objectives of the school district, the strategies to meet the goals and objectives, and an evaluation of the outcomes. ▸ (District Driven Indicator) **Findings:** ☒ The above indicator is fulfilled. ☐ The district has not published a report to the parents and constituents of the district that contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes. ☐ The district has published a report to the parents and constituents that does not contain all the components of the indicator: goals and objectives and an evaluation of the outcomes.	☐ The district must immediately publish a report to the parents and constituents of the district that contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes. ☐ The district must revise and redistribute the report to the parents and constituents of the district ensuring that it contains goals and objectives of the school district, strategies to meet the goals and objectives, and an evaluation of the outcomes.	**Office of School Quality** ☐ Broker the services of the South Carolina School Boards Association to provide • orientation for new board members, • the notebook "Getting on Board," which contains information for school board members in South Carolina, and • the National School Boards Association manual *Becoming a Better Board Member*. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 12.5	59-20-60	An annual school report to the parents and constituents of the school is developed by the SIC and provides information on the school's progress in meeting the school and district goals and objectives. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no evidence to confirm that an annual school report to parents and constituents of the school was developed by the SIC. ☐ The annual school report to parents and constituents of the school does not provide adequate information on the school's progress in meeting the school and district goals and objectives.	☐ The school must immediately revise and redistribute its annual school report to parents and constituents using SIC members in the process. ☐ The school must revise and redistribute the report to the parents and constituents, ensuring that the report provides adequate information on the school's progress in meeting the school and district goals and objectives.	**Office of School Quality** ☐ Broker the services of SICA to provide the training session "Writing the Annual School Summary Report," which includes • report purpose, • steps to writing the report, and • samples and information display. ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		

Number L&G 13	Reference 59-30-10	STANDARD: The school has programs and services in place to assist students who fail the South Carolina High School Exit Examination.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 13.1	59-30-10	The school has remedial programs to assist those students who do not pass the South Carolina High School Exit Examination. (Passing the Exit Examination is a condition for receiving a South Carolina high school diploma.) **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ The school does not have remedial programs in place to assist those students who do not pass the High School Exit Examination. ☐ The remedial programs in place at the school level do not address the needs of students who do not pass the Exit Examination. *This indicator should be reviewed only for schools serving grades ten and higher.	☐ The school leadership must immediately develop and implement remedial programs to assist those students who do not pass the High School Exit Examination. ☐ The school leadership must review and revise their remedial programs to ensure that they address the needs of students who do not pass this exam. ☐ The school leadership must establish a system that ensures that students have four opportunities to pass the Exit Examination.	**Office of Technology** ☐ Provide guidance in selecting appropriate software programs to assist students in remediation. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Leadership and Governance	
Number L&G 14	**Reference** 59-52-50	**STANDARD:** The district and school have implemented rigorous academic changes in the career and technology education program. *** These indicators should be reviewed for only high schools and career centers.** **** These indicators should be reviewed for middle schools, high schools, and career centers.**

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.1	59-52-40 SC School-To-Work Transition Act Guidelines	▶ * The district and school have implemented a rigorous, relevant academic curriculum that eliminates the "general" track for students. ▶ (District Driven Indicator) **Findings:** ☒ Not applicable ☐ The above indicator is fulfilled. ☐ General-level courses in math, English, and science have not been phased out.	☐ The district and school must replace general level courses in math, English, and science with challenging applied academic course.	**Office of Career and Technology Education** ☐ Provide staff development on teaching the high-level curriculum standards which students are expected to master in the applied math, applied communications, and applied science courses. **Office of Technology** ☐ Provide guidance in identifying resources to support and enhance technology education programs. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.2	59-52-40 SC School-To-Work Transition Act Guidelines	* The school has developed plans to accelerate the learning of students who are behind their age peers. **Findings:** ☒ Not applicable ☐ The above indicator is fulfilled. ☐ There is no plan to accelerate the learning of students who are behind their age peers. ☐ There is an appropriate plan to accelerate the learning of students who are behind their age peers. However, it is not being fully implemented.	☐ The school leadership must develop and implement strategies and action plans (reinforced in Act 135) to address the needs of students who are behind their age peers and incorporate these strategies into the school renewal plan. ☐ The school leadership must take immediate steps to ensure the action plans concerning students who are behind their age peers are fully implemented.	**Office of Career and Technology Education** ☐ Provide guidance to the district and school in developing and implementing a plan to accelerate the learning of students who are behind their age peers. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
L&G 14.3	59-52-40 SC School-To-Work Transition Act Guidelines	** Every student can demonstrate proficiency in keyboarding and computer literacy before graduation. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ Every student cannot demonstrate proficiency in keyboarding and computer literacy before graduation. ☐ The school does not have a system in place to determine keyboarding proficiency and computer literacy of all students.	☐ The school leadership must use state core competencies to ensure students receive competency-based instruction in: using the touch method on a computer keyboard; loading and using appropriate application software to solve various problems; and entering information, saving information to appropriate media, retrieving and editing previously stored information, and producing hard copy. ☐ The school leadership must develop a system that determines keyboarding proficiency and computer literacy of all students.	**Office of Career and Technology Education** ☐ Provide guidance in developing or selecting proficiency test(s) to determine student mastery of skills. ☐ Provide guidance in developing district/school guidelines to determine student mastery of keyboarding skills and computer literacy skills before graduation. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.4	59-52-40 SC School-To-Work Transition Act Guidelines	** The school provides consistent and continuous structured opportunities for academic and career and technology education (CATE) teachers to work together to plan integrated instruction for students. **Findings:** ☐ Not applicable ☐ The above indicator is fulfilled. ☒ Consistent and continuous structured opportunities for academic and CATE teachers to work together to plan integrated instruction for students are not provided.	☒ The district and school(s) must provide support for integrated instruction by structuring consistent and continuous opportunities for academic and CATE teachers to work together.	**Office of Career and Technology Education** ☒ Provide staff development activities in the district and school for the instructional staff on integrating academic and CATE instruction. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.
L&G 14.5	59-52-40 SC School-To-Work Transition Act Guidelines	** The school has developed and implemented a comprehensive system of career guidance and counseling that includes: • a comprehensive career guidance plan (career planner), which has a major plan and an alternate plan for each student starting in grade 6 and continuing through grade 12; • parental assistance in the development of the career plan; • the opportunity for review and revision of the career plan by the student and his/her parents annually up to the senior year of high school; • the flexibility to move between the Tech Prep and College Prep career paths up to the senior year of high school; • a postsecondary option; • sequential curriculum activities that relate directly to	☐ The school must develop and implement a comprehensive system of career guidance and counseling that includes: • a comprehensive career guidance plan (career planner), which has a major plan and an alternate plan for each student starting in grade 6 and continuing through grade 12; • parental assistance in the development of the career plan; • the opportunity for review and revision of the career plan by the student and his/her parents annually up to the senior year of high school; • the flexibility to move between the Tech Prep and College Prep career paths up to the senior year of high school; • a postsecondary option; • sequential curriculum activities that relate	**Office of Career and Technology Education** ☐ Provide professional development activities for school counselors on: • integrating and implementing career guidance and planning, into the comprehensive school counseling program; • developing and implementing a comprehensive system of career awareness, exploration, preparation, and counseling; and • maintaining a career planner for each student. ☐ Provide guidance to the district on developing a district plan to implement the SC Comprehensive Developmental Guidance & Counseling Program Model.

		life career planning, decision making, career awareness, career exploration, and career preparation; • active participation of school personnel, parents, community, and business/industry in the career development of students; and • activities which emphasize and promote participation of all students in career development activities. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ The school has not developed and implemented a comprehensive system of career guidance and counseling. ☐ Career development activities are not provided for all students.	directly to life career planning, decision making, career awareness, career exploration, and career preparation; • active participation of school personnel, parents, community, and business/industry in the career development of students; and • activities which emphasize and promote participation of all students in career development activities. ☐ The school must provide career development activities for all students.	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.6	59-52-40 SC School-To-Work Transition Act Guidelines	** Structured work-based learning opportunities, resulting from the four basic program components below, are made available for all students. • Work-based learning • School-based learning • Connecting activities • Credentials These learning opportunities include: • a range of mentoring opportunities beginning no later than the seventh grade; • adult supervision for mentoring opportunities; • some or all of the following work-site opportunities: shadowing, service learning, school-based enterprises, internships, co-ops, youth apprenticeships, and registered apprenticeships; • a combination of work-based instruction, school-based instruction, and connecting activities that combine work-based and school-based learning; • a formal work-site training plan that includes school based and work-based learning; • responsibilities and expectations for work-site mentors; • formal agreements outlining respective roles and responsibilities of school representative, student, employer representative, parent, etc., to be signed by each person; • demonstrations, quality role models, and supervisory coaching; • a liaison to collaborate with the employer, school, and parents;	☐ The school must implement a structured work-based learning opportunity program resulting from the four basic program components below, for all students. • Work-based learning • School-based learning • Connecting activities • Credentials This program must include: • a range of mentoring opportunities beginning no later than the seventh grade; • adult supervision for mentoring opportunities; • some or all of the following work-site opportunities: shadowing, service learning, school-based enterprises, internships, co-ops, youth apprenticeships, and registered apprenticeships; • a combination of work-based instruction, school-based instruction, and connecting activities that combine work-based and school-based learning; • a formal work-site training plan that includes school based and work-based learning; • responsibilities and expectations for work-site mentors; • formal agreements outlining respective roles and responsibilities of school representative, student, employer representative, parent, etc., to be signed by each person;	**Office of Career and Technology Education** ☐ Provide guidance in implementing the four program components for structured work-based learning. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

		• adequate insurance coverage for all students prior to participating; and • specific documentation on each student's participation in a work-based experience to include, at a minimum, the following: a training agreement, permission form, proof of insurance form, etc. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ Structured work-based learning opportunities resulting from the four basic program components are not available for all students. ☐ Structured work-based learning opportunities resulting from the four basic program components are available for all students. However, the program does not fully comply with the guidelines above.	• demonstrations, quality role models, and supervisory coaching; • a liaison to collaborate with the employer, school, and parents; • adequate insurance coverage for all students prior to participating; and • specific documentation on each student's participation in a work-based experience to include, at a minimum, the following: a training agreement, permission form, proof of insurance form, etc.	
L&G 14.7	59-52-40 SC School-To-Work Transition Act Guidelines	** The school has implemented changes in the CATE programs, which are essential to expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society: • CATE programs have been restructured into career majors-career clusters. • High expectations have been established for all CATE students. • Provisions have been made to ensure that all students are actively engaged in the learning process.	☐ The school must develop CATE programs, which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society. Including the following elements: • CATE programs have been restructured into career majors-career clusters. • High expectations have been established for all CATE students. • Provisions have been made to ensure that all students are actively engaged in the learning process.	**Office of Career and Technology Education** ☐ Provide guidance in implementing the career major-career cluster concept for all students. ☐ Provide staff development in implementing state-adopted standards in applied academics and CATE courses to elevate students to higher levels of learning. ☐ Provide staff development to make active learning integral to applied academic and CATE instruction.

		- Instruction in communications, mathematics, and science has been incorporated into all career majors. - Technology has been incorporated into all career majors. - Comprehensive needs assessments have been conducted every five years to ensure relevancy of programs, and CATE programs have been implemented, revised, or deleted based on the needs assessment results. - CATE programs are competency-based. - Tenets of the 2020 Vision for Career and Technology Education in SC, a stakeholder-originated strategic plan that serves as a roadmap for school-to-work implementation in our state, have been adopted. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ The school has not developed CATE programs, which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society. ☐ The school has developed but not fully implemented CATE programs, which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society.	- Instruction in communications, mathematics, and science has been incorporated into all career majors. - Technology has been incorporated into all career majors. - Comprehensive needs assessments have been conducted every five years to ensure relevancy of programs, and CATE programs have been implemented, revised, or deleted based on the needs assessment results. - CATE programs are competency-based. - Tenets of the 2020 Vision for Career and Technology Education in SC, a stakeholder-originated strategic plan that serves as a roadmap for school-to-work implementation in our state, have been adopted. ☐ The school must take immediate steps to ensure that CATE programs, which expand content, relevancy, and rigor in preparation for lifelong learning and living in a technological society are fully implemented.	☐ Provide staff development in incorporating math, communications, and science standards in CATE programs. ☐ Provide resources for latest technology available to schools for instructional programs. ☐ Provide examples/models of available needs assessment instruments that can be modified and used in the district/school. ☐ Provide in-service on writing competency-based lesson plans using the state-adopted competencies for CATE courses. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.8	59-52-70 SC School-To-Work Transition Act Guidelines	* The school has a system that ensures that student data are entered at the school level so that required career and technology education extractions can be conducted. The system ensures: • People responsible for data entry have a complete understanding of the SASI system, the data to be collected, and the appropriate fields to be used. • Communication and collaboration exist between the district level and the high school/career center level during the data entry and extraction process. • The accuracy of data is checked prior to submission to the Office of Career and Technology Education. • Data are used as a management tool in guiding local improvement efforts. • Data are shared with appropriate staff, the local school board, parents, and the community. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ The school has not developed a comprehensive system of data collection and reporting for career and technology education. ☐ The school has developed but has not fully implemented a comprehensive system of data collection and reporting for career and technology education.	☐ The school must develop and implement a system that ensures that student data are entered at the school level so that required career and technology education extractions can be conducted. The system must ensure: • People responsible for data entry have a complete understanding of the SASI system, the data to be collected, and the appropriate fields to be used. • Communication and collaboration exist between the district level and the high school/career center level during the data entry and extraction process. • The accuracy of data is checked prior to submission to the Office of Career and Technology Education. • Data are used as a management tool in guiding local improvement efforts. • Data are shared with appropriate staff, the local school board, parents, and the community. ☐ The school must take immediate steps to fully implement their existing career and technology education data system.	**Office of Career and Technology Education** ☐ Provide professional development activities for appropriate district level and high school/career center people on: • data collection; • the SASI system; • data entry/extraction process; • checking accuracy of data; and • utilizing data as a management tool to guide improvement efforts. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 14.9	59-52-40 SC School-To-Work Transition Act Guidelines	▶ * The district has established a local school-to-work advisory committee to address unique employment needs of the area and to assess the rigor and relevancy of the school-to-work system. ▶ (District Driven Indicator) **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ A local school-to-work advisory committee has not been established. ☐ A local school-to-work advisory committee exists; however, the committee does not address the employment needs of the area nor does it assess the rigor and relevancy of the school-to-work system. ☐ The results of the program quality review and recommendations of the local school to work advisory committee made to the school district board of trustees are not reported in the district's strategic plan.	☐ The district must establish a local school-to-work advisory committee to address the unique employment needs of the area. ☐ The local school to work advisory committee must conduct a program quality review (at least once every three years) to assess the rigor and relevancy of the school-to-work system. ☐ Results and recommendations of the local school-to-work advisory committee must be submitted to the district's board of trustees to be reported in the district's strategic plan (Act 135).	**Office of Career and Technology Education** ☐ Provide guidance to the district in establishing a local school-to-work advisory committee. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Leadership and Governance		
Number L&G 15	**Reference** 59-63-1300	**STANDARD:** The school provides appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of other students.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 15.1	59-63-1300	▶ The district and school have considered establishing an alternative school program. ▶ (District Driven Indicator) **Findings:** ☒ The above indicator is fulfilled. ☐ The district and school do not have an alternative school program. ☐ There is no documentation to suggest that the district and school have considered establishing an alternative school program.	☐ The district leadership must conduct an analysis to determine the feasibility and benefits of establishing an alternative school program. The analysis must include partnering with other districts as an option.	**Office of Safe Schools and Youth Services** ☐ Assist districts with organizing or reorganizing alternative school programs. **Office of Technology** ☐ Encourage and provide guidance on the use of alternative instructional delivery strategies. **Office of School Quality** ☐ Broker or provide assistance with the evaluation of alternative school programs. ☐ Monitor the implementation of the recommendations of the external review team.

If an alternative school program is established, it must comply with the indicators below.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 15.2	59-63-1310	▶ Alternative school programs are operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students (unless the school has a waiver from the SDE). ▶ (District Driven Indicator) **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ The programs are not operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students. ☐ The school has a waiver from the SDE.	☐ The school must immediately comply with the statutes found in the Education Accountability Act that mandate alternative school programs to be operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students. If this separation is not possible, the school must obtain a waiver from the SDE.	**Office of Safe Schools and Youth Services** ☐ Assist districts with organizing or reorganizing alternative school programs. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
L&G 15.3	59-63-1320	The school has clear guidance and procedures for the referral of any student into an alternative school program, including • due process procedures, • consideration of the requirements of the IDEA, and • written and distributed academic and disciplinary policies. **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ There are no written guidelines and procedures for the referral of students into an alternative program. ☐ The written guidelines and procedures do not contain due process procedures. ☐ The written guidelines and procedures do not contain consideration of the requirements of the IDEA. ☐ The written guidelines and procedures do not contain written and distributed academic and disciplinary policies.	☐ The school leadership must immediately establish guidelines and procedures for the referral of students into an alternative program. ☐ The school leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include due process procedures. ☐ The school leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include requirements of the IDEA. ☐ The school leadership must immediately revise and distribute written guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include academic and disciplinary policies.	**Office of Safe Schools and Youth Services** ☐ Audit alternative school programs for compliance to state guidelines. ☐ Provide guidance to districts for establishing alternative school programs. **Office of Exceptional Children** ☐ Provide guidance with regard to compliance and testing. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

ERT Report Instrument

Intervention and Assistance Team
Office of School Quality
Division of Professional Development and School Quality

Curriculum and Instruction

School Year 2002 –2003

School: **Jasper County High School**

FOCUS AREA:	Curriculum and Instruction

Number	Reference	**STANDARD:** The curricula are aligned with the state standards and annually reviewed and revised to address gaps in student academic performance.
C&I 1	59-18-110	

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 1.1	59-18-110	The curricula are aligned with state and local standards and are understood and used by teachers. **Findings:** ☐ The above indicator is fulfilled. ☒ There are no local curricula. ☐ Local curricula are not aligned with state and local criteria for performance standards. ☐ The majority of teachers do not evidence an understanding of state and/or local curricula. ☐ The majority of teachers do not use state and/or local curricula.	☒ The school leadership must develop a plan and timeline for implementation to direct the development local curricula to align with state standards. ☐ The school leadership must direct the alignment of existing local curricula with state standards. ☐ The school leadership must provide time and opportunity for teachers to develop local curricula to align with state standards. ☐ The school leadership must monitor use of school curricula to include component of cross-referencing with state standards.	**Office of Curriculum and Standards** ☒ Provide professional development regarding the steps toward alignment of curriculum with standards. ☐ Assist schools in the alignment of local curriculum with state standards. ☒ Provide professional development in standards implementation for science and mathematics. **Office of Technology** ☐ Provide professional development in the use of SCTLC.com as a standards-based curriculum development tool. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 1.2	59-18-110	The curricula are reviewed and revised to address identified gaps in student performance. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to indicate that the curricula are reviewed and revised. ☐ Performance data are not used to revise and/or modify curricula.	☐ The school leadership must direct a plan for the regular review and revision and/or modification of curricula on the basis of student performance data.	**Office of Curriculum and Standards** ☐ Provide training in the six steps of the Standards in Practice model. ☐ Facilitate the process to obtain a curriculum calibration and assist in a review of the curriculum with a focus the curriculum calibration report. ☐ Provide training in data analysis. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
C&I 1.3	59-18-350	▸ PSAT or PLAN results are used to provide guidance to students and parents in their planning for postsecondary experiences.** ▸ (District Driven Indicator) **Findings:** ☐ Not applicable ☐ The above indicator is fulfilled. ☒ There is no documentation to confirm communication with parents and/or students regarding the use of assessments to provide guidance for postsecondary experiences. *This indicator should be reviewed only for high schools.	☒ The school leadership must direct the use of PSAT or PLAN results to provide guidance to students and parents in planning for postsecondary experiences. ☒ The school leadership must provide the opportunity for students and parents/guardians to review PSAT or PLAN results and postsecondary options.	**Office of Assessment** ☒ Provide the school with the *PSAT Summary of* Answers and make available in the district meaningful follow-up workshops on utilizing this information at the classroom level. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Curriculum and Instruction		
Number C&I 2	**Reference** 59-18-1300	**STANDARD:** Local instructional materials reflect the substance and level of performance outlined in grade-specific curriculum standards and assessments adopted by the State Board of Education.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 2.1	59-18-1300	Instructional materials are selected specifically to support alignment with state standards. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to suggest that instructional materials are selected to support alignment with state standards. ☐ Random observation of materials used in classroom instruction indicates that these materials do not support alignment with state standards.	☐ The school leadership must develop guidance for ensuring that newly purchased instructional materials will reflect the substance and level of performance outlined in grade-specific curriculum standards and assessments adopted by the State Board of Education. ☐ The school leadership must direct the review of existing instructional materials for alignment with state standards. ☐ The school leadership must develop a plan or rotation schedule to replace inappropriate instructional materials with selected specifically to support alignment with state standards.	**Office of Curriculum and Standards** ☐ Identify instructional resources to support the curriculum. ☐ Provide guidance for teachers and administrators on selecting instructional materials appropriate to support the math and science standards. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Curriculum and Instruction	
Number **Reference**	**STANDARD:** The curricula are assessed, monitored, and revised based upon the educational needs of students.	
C&I 3	59-18-360	

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.1	59-18-360	The curriculum development process documents the involvement of staff, parents/guardians, members of the community, and students. **Findings:** ☐ The above indicator is fulfilled. ☒ There is no documentation to indicate that the curriculum development process involves staff, parents/guardians, members of the community, and students. ☐ Random interviews with staff, parents/guardians, members of the community, and students do not indicate they are involved in curriculum development.	☒ The school leadership must direct the review of existing curricula with representation from staff, parents/guardians, members of the community, and parents. The school leadership should revise and/or modify existing curricula on the basis of the educational needs of the students. ☐ The school leadership must determine how to ensure the involvement of staff, parents/guardians, members of the community, and students in the process of curriculum development.	**Office of Curriculum and Standards** ☐ Provide workshops on curriculum review to all stakeholders. **Office of School Quality** ☒ Provide or broker services to provide workshops on the curriculum development process. ☒ Monitor the implementation of the recommendations of the external review team. ☒ Broker the services of SICA to provide workshops focusing on the roles and responsibilities of SIC members.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.2	59-18-360	Systematic procedures are in place to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that systematic procedures are in place to evaluate the effectiveness of the curriculum on the basis of student needs and state assessment scores. ☐ A procedure is in place; however, interviews and/or documentation (or the lack of documentation) suggest that student needs and state assessment data are not used to assess the effectiveness of curricula.	☐ The school leadership must direct a systematic procedure to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores. ☐ The school leadership must determine how it will ensure that the procedure used to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores is followed.	**Office of Curriculum and Standards** ☐ Provide assistance with curriculum alignment through the curriculum calibration process. ☐ Provide workshop training in the Data Analysis Toolkit. **Office of School Quality** ☐ Provide benchmark tests. ☐ Provide workshops on using benchmark tests. ☐ Monitor the implementation of the recommendations of the external review team.
C&I 3.3	59-20-60	Resources and administrative support for curriculum development, evaluation, and revision are provided. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to indicate that resources for curriculum development, evaluation, and revision are provided. ☐ There is no documentation to indicate that there is administrative support for curriculum development, evaluation, and revision. ☐ Documentation indicates that procedures for appropriate resources and administrative support exist; however, interviews and observations indicate inadequate resources and/or a lack of administrative support.	☐ The school leadership must immediately articulate a process for resource allocation and administrative support for curriculum development and revision. ☐ The school leadership must immediately revise and/or modify existing process to ensure appropriate allocation of resources and/or administrative support. ☐ The administration must articulate how they will ensure appropriate allocation of resources and support for curriculum development, evaluation, and revision.	**Office of Curriculum and Standards** ☐ Provide workshops for training district administrators and teachers on curriculum review, evaluation, and revision. **Office of School Leadership** ☐ Provide the CP&L School Leadership Executive Institute component entitled "Data Driven Decision Making." **Office of School Quality** ☐ Broker services for consultants to do curriculum evaluation. ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.4	59-18-360	Staff responsibilities for curriculum development activities are identified. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that staff responsibilities for curriculum development activities are identified. ☐ Staff responsibilities for curriculum development activities are identified; however, there is a lack of accountability or follow-up.	☐ The school leadership must immediately assign staff responsibilities for curriculum development and disseminate responsibilities to the staff. ☐ The school leadership must articulate the process that it will use to ensure accountability.	**Office of School Leadership** ☐ Provide the CP&L School Leadership Executive Institute component entitled "Data Driven Decision Making." **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
C&I 3.5	59-18-360	Each curriculum is revised to address gaps in student performance on state assessments. **Findings:** ☐ The above indicator is fulfilled. ☒ There is no documentation to indicate that the curriculum is revised to address gaps in student performance on state assessments.	☒ The school leadership must direct the revision of curricula using data from student performance on state assessments.	**Office of Curriculum and Standards** ☒ Provide assistance with curriculum alignment through the curriculum calibration process. ☒ Provide workshop training in the Data Analysis Toolkit. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 3.6	59-18-900	Disaggregated data are reviewed, analyzed, and used to plan for improvement **Findings:** ☐ The above indicator is fulfilled. ☒ There is no documentation to confirm that disaggregated data are reviewed and analyzed. ☐ There is no documentation to confirm that disaggregated data are used to plan for improvement.	☒ The school leadership must articulate how disaggregated data are reviewed, analyzed, and used to plan for improvement. ☐ The school leadership must review existing process of data analysis and revise and/or modify to include the use of disaggregated data to plan for improvement.	**Office of Curriculum and Standards** ☒ Provide training for administrators in the use of the Data Analysis Toolkit. **Office of School Leadership** ☐ Provide the CP&L School Leadership Executive Institute component entitled "Data Driven Decision Making." **Office of School Quality** ☒ Provide resources for systematic data analysis. ☒ Monitor the implementation of the recommendations of the external review team.

		FOCUS AREA: Curriculum and Instruction		

Number	Reference	STANDARD: The school and/or district use data to improve its curricula and instruction.
C&I 4	59-18-900	

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 4.1	59-18-900	The school and district annually review longitudinal student performance data and use this information to evaluate the effectiveness of the existing programs. Curricula and instructional programs are adjusted as necessary. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that the district and school annually review longitudinal student performance data. ☐ There is no documentation to confirm that the district and school annually evaluate the effectiveness of the existing programs. ☐ There is no documentation to confirm that the district and school annually adjust curricula and instructional programs after evaluating longitudinal student performance data.	☐ The school leadership must direct the annual review of longitudinal student performance data and the use of this information to evaluate the effectiveness of the existing programs and resulting revisions and/or modifications. ☐ The school leadership must direct the review and revision and/or modification of the current practice of evaluating longitudinal student performance data to include how data will be used to inform change to curricula and instructional programs.	**Office of Curriculum and Standards** ☐ Provide assistance with curriculum alignment through the curriculum calibration process. ☐ Provide training in the Data Analysis Toolkit. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Curriculum and Instruction	

Number	Reference	STANDARD: Each staff member and student has access to resources of the type and in the quantity needed to implement the curricula of the school effectively.
C&I 5	59-18-110	

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 5.1	59-18-700	Instructional materials, resources, and learning activities are matched with the curricula and local and state standards. Instructional equipment is appropriate to the curricula and up to date; students have the necessary learning materials. **Findings:** ☐ The above indicator is fulfilled. ☒ Instructional materials, resources, and learning activities do not evidence alignment with the curricula and local and state standards. ☐ There is not an equitable allocation of instructional materials and/or learning resources to all students and staff members.	☒ The school leadership must direct a review existing instructional materials, resources, and learning activities for alignment with local and standards. ☐ The school leadership must determine a plan to replace instructional materials and resources that do not evidence alignment with local and standards. ☐ The school leadership must direct the development of learning activities that align with local and state standards. ☐ The district leadership must review methods of allocation and revise and/or modify these methods to ensure appropriate provision of instructional materials and/or learning resources to all students.	**Office of Curriculum and Instruction** ☒ Provide training in selection of appropriate instructional materials, resources, and learning activities through the Standards in Practice model. **Office of School Leadership** ☐ Provide new principals with training in the allocation of resources through the Leadership Academy's Principal Induction Program. **Office of School Quality** ☐ Provide training in developing guidelines for selecting appropriate materials and/or learning resources. ☐ Provide training in developing learning activities that support alignment with state and local standards. ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 5.2	59-18-110	Professional staff members are involved in the selection of instructional materials. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to suggest that professional staff members are involved in the selection of instructional materials. ☐ Random interviews suggest that staff members are not involved in the selection of instructional materials.	☐ The school leadership must determine guidelines for materials selection to include representation from professional staff. ☐ The school leadership must direct the review of existing method(s) of materials selection and revise and/or modify these methods to direct the representation from the professional staff.	**Office of School Leadership** ☐ Conduct the CP&L School Leadership Executive Institute for administrators, specifically the component entitled "Resource Allocation." **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
C&I 5.3	59-20-60	Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are maintained in good working condition and are regularly updated to meet changing needs. **Findings:** ☐ The above indicator is fulfilled. ☐ There is no evidence to confirm that instructional apparatus and equipment in all laboratories, resource centers, and classrooms are maintained in good working condition. ☒ There is no evidence to confirm that instructional apparatus and equipment in all laboratories, resource centers, and classrooms are regularly updated to meet changing needs.	☐ The school leadership must develop a maintenance plan for the regular review of instructional apparatus and equipment in all laboratories, resource centers, and classrooms to ensure that these items are maintained in good working order and are updated regularly to meet changing needs. ☒ The school leadership must revise and/or modify existing plan to include a regular review of instructional apparatus and equipment in all laboratories, resource centers, and classrooms to ensure that these items are maintained in good working order and are updated regularly to meet changing needs.	**Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 5.4	59-20-60	Resources in the community are utilized to enrich the curricula. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that resources in the community are utilized to enrich the curricula. ☐ Random interviews indicate minimal use of community resources.	☐ The school leadership must devise strategies and a plan designed to form effective school and community resources. ☐ The school leadership must review existing use of community resources and revise and/or modify this usage to promote effective school and community partnerships and to allow for maximum use of community's resources.	**Office of School Leadership** ☐ Conduct the CP&L School Leadership Executive Institute for administrators, specifically the component entitled "Involving Parents and the Community." **Office of Parental and Community Partnerships** ☐ Conduct workshops on increasing community and parental involvement in school activities. ☐ Conduct workshops on increasing school and business partnerships. **Office of School Quality** ☐ Broker the services of SIC*A* to conduct a workshop on the role of the SIC in securing community resources. ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Curriculum and Instruction	
Number C&I 6	**Reference** 59-52-40	*STANDARD: The district and school have implemented challenging contextual instruction in math, language arts, and science, as well as instruction in *SCANS* and the SC Chamber of Commerce's *Skills That Work.* *** These indicators should be reviewed for high schools and applicable career centers.** **** These indicators should be reviewed for middle schools, high schools, and career centers.**

Number	Reference	Indicator	Recommendations	Technical Assistance

C&I
6.1
	59-52-40
	
	SC
	School-To-Work
	Transition
	Act
	Guidelines
		* The district and school have implemented a rigorous, relevant academic curriculum that Includes:
		• The full complement of applied academic courses;
		• Ensures that applied academic methodologies must be used as a teaching strategy in
		  ♦ Mathematics for the Technologies 1, 2, 3, or 4
		  ♦ Communication for the Workplace 3 or 4
		  ♦ Applied Biology
		  ♦ Physics for the Technologies
		  ♦ Chemistry for the Technologies
		• Ensures that each applied academic teacher has been trained.
		
		Findings:
		
		☐ Not applicable
		☐ The above indicator is fulfilled.
		☐ The district does not have a rigorous, relevant academic curriculum that meets the above requirements.
		☒ The district has a rigorous, relevant academic curriculum that meets the above requirements. However, it is not being followed in the school.
		☒ Applied academic teachers have not completed applied academic institute training prior to teaching the applied academic course.
			☐ The district and school must develop a rigorous, relevant academic curriculum that includes:
			• The full complement of applied academic courses;
			• Ensures that applied academic methodologies must be used as a teaching strategy in:
			  ♦ Mathematics for the Technologies 1, 2, 3, or 4
			  ♦ Communication for the Workplace 3 or 4
			  ♦ Applied Biology
			  ♦ Physics for the Technologies
			  ♦ Chemistry for the Technologies
			• Ensures that each applied academic teacher has been trained.
			
			☒ The school must take immediate steps to implement the existing rigorous, relevant academic curriculum.
			
			☒ Each teacher teaching an applied academic course should complete appropriate applied academic institute training before teaching the applied academic course. Each teacher should be certified in the appropriate academic field.
				Office of Career and Technology Education
				
				☐ Provide staff development activities for the following instructional areas:
				  Applied Academics:
				  ♦ Mathematics for the Technologies 1, 2, 3, or 4
				  ♦ Communication for the Workplace 3 or 4
				  ♦ Applied Biology
				  ♦ Physics for the Technologies
				  ♦ Chemistry for the Technologies
				
				☒ Provide guidance on applied academic institute training for the teacher who will teach the applied academic course(s).
				
				Office of School Quality
				
				☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
C&I 6.2	59-52-40 SC School-To-Work Transition Act Guidelines	** The curriculum includes instruction in the skills and competencies (basic, resource, information, systems, and technology skills) identified in the *SCANS (Unites States Secretary of Labor's Commission on Achieving Necessary Skills)* report and in the Skills That Work report (South Carolina Chamber of Commerce). **Findings:** ☐ Not applicable ☒ The above indicator is fulfilled. ☐ The skills and competencies identified in the SCANS report have not been incorporated into the curriculum for all students. ☐ The skills and competencies identified in the Skills That Work report have not been incorporated into the curriculum for all students.	☐ The skills and competencies suggested in the *SCANS* report must be incorporated into the curriculum for all students.	**Office of Career and Technology Education** ☐ Provide a workshop for teachers on the skills and competencies defined in the *SCANS* report (skills required to enter employment). ☐ Provide a workshop for teachers on the skills identified in the *Skills That Work* report (skills required to be successful in the workplace). **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

ERT Report Instrument

Intervention and Assistance Team
Office of School Quality
Division of Professional Development and School Quality

Professional Development

School Year 2002 –2003

School: Jasper County High School

		FOCUS AREA: Professional Development		
Number	**Reference**	**STANDARD**: Effective professional development fosters the norm of continuous improvement.		
PD 1	59-24-50			

Number	**Reference**	**Indicator**	**Recommendations**	**Technical Assistance**
PD 1.1	59-24-50 SC Professional Development Standards	The school leadership constantly revisits and renews their organizational goals. **Findings:** ☒ The above indicator is fulfilled. ☐ Organizational goals are not revisited and renewed on a regular basis.	☐ The school leadership must immediately revisit and renew their organizational goals. ☐ The school leadership must establish a system that ensures their organizational goals are revisited and renewed on a regular basis.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 1.2	59-24-50 SC Professional Development Standards	The school staff can articulate the kinds of learning opportunities they access throughout the year. **Findings:** ☒ The above indicator is fulfilled. ☐ The school staff cannot articulate the kinds of learning opportunities they access throughout the year.	☐ The school leadership must develop a communication plan that provides the school staff with information on available learning opportunities for the year.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 1.3	59-24-50 SC Professional Development Standards	The school leadership uses the ADEPT performance appraisal process to assess progress and influence continuous improvement. **Findings:** ☒ The above indicator is fulfilled. ☐ The school leadership does not use the ADEPT performance appraisal process to assess progress and influence continuous improvement.	☐ The school leadership must take immediate steps to implement the ADEPT performance appraisal process to assess progress and influence continuous improvement.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Professional Development	
Number **Reference**	**STANDARD:** Effective professional development requires strong leadership for continuous improvement.	
PD 2 59-24-50		

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.1	59-24-50 SC Professional Development Standards	Administrators, teacher leaders, school board members, community leaders, and others advocate for quality professional development. **Findings:** ☒ The above indicator is fulfilled. ☐ Administrators, teacher leaders, school board members, community leaders, and others are not advocates for quality professional development.	☐ The school leadership must take actions to enthuse administrators, teacher leaders, school board members, community leaders, and others so that they become advocates for quality professional development.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 2.2	59-24-50 SC Professional Development Standards	School and district leaders participate with staff in professional development activities. **Findings:** ☒ The above indicator is fulfilled. ☐ School and district leaders do not participate with staff in professional development activities.	☐ School and district leaders must take action to ensure that they are partners with the staff during professional development activities.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 2.3	59-24-50 SC Professional Development Standards	Morale increases as a result of staff empowerment and effectiveness. **Findings:** ☒ The above indicator is fulfilled. ☐ The interviews and observations indicate that the staff does not feel empowered.	☐ The school leadership must take action to empower the staff in the professional development process. This will increase morale and effectiveness.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development

Number	Reference	STANDARD: Effective professional development is aligned with the organization's mission and strategic plan, is linked to student achievement, and is adequately funded by the budget.
PD 3	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 3.1	59-24-50 SC Professional Development Standards	Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plans. **Findings:** ☒ The above indicator is fulfilled. ☐ Professional development resources are not coordinated to ensure that the professional development activities are aligned with the school improvement plans.	☐ The school leadership must take action to ensure professional development resources are coordinated and professional development activities are aligned with the school improvement plans.	**Office of Curriculum and Standards** ☐ Provide assistance with planning content-based professional development that targets goals in the school renewal plan. **Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 3.2	59-24-50 SC Professional Development Standards	Professional development is adequately funded. Priorities are set. **Findings:** ☒ The above indicator is fulfilled. ☐ Professional development is not adequately funded. ☐ Professional development priorities are not set.	☐ The school leadership must review and determine if appropriate funding is provided for the professional development program and align the professional development program with the available funds.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 3.3	59-24-50 SC Professional Development Standards	Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning. **Findings:** ☒ The above indicator is fulfilled. ☐ The school leadership and staff do not perceive professional development as essential for achieving the purposes of the organization. ☐ Professional development is not an integral part of the school renewal plan.	☐ The school leadership must review the key goals found in their school renewal plan and determine what professional development is needed to help achieve those goals and develop a plan to conduct the required professional development. ☐ The professional development plan must be integrated into the school renewal plan so that it supports the goals and objectives in the school renewal plan.	**Office of Curriculum and Standards** ☐ Provide assistance with planning content-based professional development that targets goals in the school renewal plan. **Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

		FOCUS AREA: Professional Development		
Number PD 4	**Reference** 59-24-50	**STANDARD:** Effective professional development provides adequate time for staff members to learn and work together to accomplish the organization's mission and goals.		

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 4.1	59-24-50 SC Professional Development Standards	Time for professional development activities is provided during the workday (e.g., peer coaching, mentoring, and common planning time). **Findings:** ☒ The above indicator is fulfilled. ☐ Time for professional development activities is not provided during the workday (e.g., peer coaching, mentoring, and common planning time).	☐ The school leadership must establish a climate and school schedule that supports time for professional development activities during the workday (e.g., peer coaching, mentoring, and common planning time).	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 4.2	59-24-50 SC Professional Development Standards	Additional days for coordinated professional development efforts are built into the school calendar. **Findings:** ☒ The above indicator is fulfilled. ☐ Additional days for coordinated professional development efforts are not built into the school calendar.	☐ The school leadership should provide additional days for coordinated professional development efforts, which are built into the school calendar.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 4.3	59-24-50 SC Professional Development Standards	Schedules are designed to ensure time for the adults in the system to learn together and improve practice. **Findings:** ☒ The above indicator is fulfilled. ☐ Schedules are not designed to ensure time for the adults in the system to learn together and improve practice.	☐ The school leadership must establish a climate and school schedule that provides time and encourages adults in the system to learn together and improve instructional practices.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

	FOCUS AREA: **Professional Development**

Number	Reference	**STANDARD:** Effective professional development provides decision-makers with information about organization development and systems thinking.
PD 5	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 5.1	59-24-50 SC Professional Development Standards	All stakeholders are involved in the professional development. The stakeholders (at the state, district, or school level) complete a self-study of their effectiveness each year. **Findings:** ☐ The above indicator is fulfilled. ☐ All stakeholders are not involved in the professional development. ☒ The stakeholders (at the state, district, or school level) did not complete a self-study of their effectiveness each year.	☐ The school leadership must establish a system that ensures all stakeholders are involved in the professional development process. ☒ The school leadership must develop a system for conducting self-studies for all key stakeholders in the professional development process.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.
PD 5.2	59-24-50 SC Professional Development Standards	Barriers to effective professional development within the organization are addressed. **Findings:** ☐ The above indicator is fulfilled. ☒ Barriers to effective professional development within the organization are not addressed.	☒ The school leadership must establish a feedback system that helps identify and address barriers to effective professional development within the organization.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 5.3	59-24-50 SC Professional Development Standards	Site-based management teams use shared decision-making processes to determine professional development priorities. **Findings:** ☒ The above indicator is fulfilled. ☐ The school does not use site-based management teams to help determine professional development priorities. ☐ Site-based management teams do not use shared decision-making processes to determine professional development priorities.	☐ The school leadership should strongly consider using site-based management teams to help determine professional development priorities.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Professional Development

Number	Reference	STANDARD: Effective professional development is based on knowledge about adult learning and models this understanding in all activities.
PD 6	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 6.1	59-24-50 SC Professional Development Standards	The learning climate is collaborative, informal, and respectful. The providers of all professional development are credible. **Findings:** ☒ The above indicator is fulfilled. ☐ The learning climate is not collaborative, informal, and respectful. ☐ The providers of all professional development are not considered credible.	☐ The school leadership must create a climate in the school where learning is collaborative, informal, and respectful. ☐ The school leadership should take steps to ensure that those individuals presenting professional development are credible and well prepared.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 6.2	59-24-50 SC Professional Development Standards	Professional development emphasizes how the learning can be used/applied. **Findings:** ☒ The above indicator is fulfilled. ☐ Professional development does not emphasize how the learning can be used/applied.	☐ The school leadership should make sure that all professional development is relevant and can be applied to the participant's job function.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 6.3	59-24-50 SC Professional Development Standards	Professional development relates the learning to the learners' goals and allows the learners to make choices linking their individual growth plans with school goals. **Findings:** ☐ The above indicator is fulfilled. ☒ The school leadership does not relate professional development instruction to the teachers' individual professional growth plan goals. ☐ Teachers are not given the opportunity to have input into their individual professional growth plans.	☒ The school leadership must relate professional development instruction to the teachers' individual professional growth plan goals. ☐ The school leadership must create a system where teachers have input into their individual professional growth plans.	**Office of Curriculum and Standards** ☒ Provide assistance with planning content-based professional development that targets goals in the school renewal plan. **Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

		FOCUS AREA: **Professional Development**		

Number	Reference	STANDARD: Effective professional development provides for three phases of the change process: initiation, implementation, and institutionalization.
PD 7	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 7.1	59-24-50 SC Professional Development Standards	Appropriate assessments occur at each phase and appropriate interventions occur. **Findings:** ☐ The above indicator is fulfilled. ☒ Appropriate assessments and interventions do not occur at each phase of the professional development process.	☒ The school leadership must build-in assessments throughout the professional development process and utilize the assessments to modify professional development content and delivery.	**Office of School Leadership** ☒ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.
PD 7.2	59-24-50 SC Professional Development Standards	All critical phases of the change process are addressed in the planning, design, implementation, and evaluation of programs. **Findings:** ☐ The above indicator is fulfilled. ☒ All critical phases of the change process are not addressed in the planning, design, implementation, and evaluation of programs.	☒ The school leadership should ensure that all critical phases of the change process are addressed in the planning, design, implementation, and evaluation of professional development programs.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 7.3	59-24-50 SC Professional Development Standards	Collaboration is occurring among teachers to support change or innovation. **Findings:** ☒ The above indicator is fulfilled. ☐ Teachers do not collaborate in support of innovations or changes in program implementation.	☐ The school leadership must create a school climate where teachers are encouraged to collaborate in support of innovations or changes in program implementation.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development

Number	Reference	STANDARD: Effective professional development priorities are established following a careful analysis of disaggregated data regarding goals for student learning.
PD 8	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 8.1	59-24-50 SC Professional Development Standards	Data is provided that links staff development initiatives and intended adult and student results. **Findings:** ☒ The above indicator is fulfilled. ☐ Data is not used to link staff development initiatives and intended adult and student results.	☐ The school leadership must use data to support sustaining, modifying or canceling staff development initiatives.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 8.2	59-24-50 SC Professional Development Standards	Gaps in achievement among all groups are addressed. **Findings:** ☐ The above indicator is fulfilled. ☒ Gaps in achievement among all groups are not addressed.	☒ The school leadership must use data to identify and address gaps in achievement among all groups in the school.	**Office of School Leadership** ☒ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 8.3	59-24-50 SC Professional Development Standards	▶ The district strategic plan, school improvement plan, and individual improvement plans incorporate goal-setting using all available data. ▶ (District Driven Indicator) **Findings:** ☒ The above indicator is fulfilled. ☐ The district strategic plan, school improvement plan, and individual improvement plans do not incorporate goal-setting using all available data.	☐ The district and school leadership must use all available data to help establish goals and priorities in the district strategic plan, school improvement plans, and individual improvement plan	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

		FOCUS AREA: Professional Development		
Number PD 9	**Reference** 59-24-50	**STANDARD:** Effective professional development provides a framework for integrating and relating innovations to the mission of the organization.		

Number	**Reference**	**Indicator**	**Recommendations**	**Technical Assistance**
PD 9.1	59-24-50 SC Professional Development Standards	School Renewal Plans include a carefully and thoughtfully designed framework for integrating the innovations to be implemented. **Findings:** ☐ The above indicator is fulfilled. ☐ Improvement plans do not include a carefully and thoughtfully designed framework for integrating the innovations to be implemented.	☐ The school leadership must create improvement plans that include a carefully and thoughtfully designed framework for integrating the innovations to be implemented.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 9.2	59-24-50 SC Professional Development Standards	All implementation efforts include descriptions of how each innovation relates to other ongoing programs and to the mission of the organization. **Findings:** ☐ The above indicator is fulfilled. ☒ All implementation efforts do not include descriptions of how each innovation relates to other ongoing programs and to the mission of the organization.	☒ The school leadership must ensure that all key stakeholders understand how each innovation relates to other ongoing programs and to the mission of the organization.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 9.3	59-24-50 SC Professional Development Standards	Successful practices are maintained and unsuccessful practices are abandoned when decisions are made to change goals or strategies. **Findings:** ☒ The above indicator is fulfilled. ☐ When decisions are made to change goals or strategies the school leadership does not ensure that successful practices are maintained and unsuccessful practices are abandoned.	☐ When decisions are made to change goals or strategies the school leadership must ensure that successful practices are maintained and unsuccessful practices are abandoned. ☐ The school leadership must have a system to analyze and assess the success of educational strategies.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development		

Number	Reference	STANDARD: Effective professional development programs require an ongoing evaluation process.
PD 10	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 10.1	59-24-50 SC Professional Development Standards	Evaluations are designed to assess a variety of program outcomes, including participants' reaction to the program, participants' learning, participants' use of new knowledge and skills, impact on student outcomes, and impact on the organization. **Findings:** ☐ The above indicator is fulfilled. ☒ The professional development program does not include evaluations. ☐ Professional development evaluations do not assess a variety of program outcomes, including participants' reaction to the program, participants' learning, participants' use of new knowledge and skills, impact on student outcomes, and impact on the organization.	☒ The school leadership must ensure that professional development opportunities include evaluations that are designed to assess a variety of program outcomes, including participants' reaction to the program, participants' learning, participants' use of new knowledge and skills, impact on student outcomes, and impact on the organization.	**Office of School Leadership** ☒ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 10.2	59-24-50 SC Professional Development Standards	Evaluation is considered an integral part of staff development program planning and implementation. **Findings:** ☐ The above indicator is fulfilled. ☒ Evaluation is not considered an integral part of staff development program planning and implementation.	☒ The school leadership must ensure that professional development opportunities include evaluations that are included as an integral part of the professional development experience.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.
PD 10.3	59-24-50 SC Professional Development Standards	Evaluation data include multiple sources of information and focus on all levels of the organization. Teachers use classroom assessments to measure immediate impact of professional development investments. **Findings:** ☐ The above indicator is fulfilled. ☒ Evaluation data does not include multiple sources of information that focus on all levels of the organization. ☒ Teachers do not use classroom assessments to measure immediate impact of professional development investments.	☒ The school leadership must ensure that professional development evaluation data includes multiple sources of information that focuses on all levels of the organization ☒ Teachers must develop and use classroom assessments to measure the immediate impact of professional development investments.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development

Number	Reference	STANDARD: Effective professional development uses multiple approaches to improve student success.
PD 11	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 11.1	59-24-50 SC Professional Development Standards	Multiple formats are evident: action research, study groups, curriculum development, self-study, use of technology, and training. Methodology is appropriate to the intended outcomes. **Findings:** ☒ The above indicator is fulfilled. ☐ The school's professional development program does not use multiple formats: action research, study groups, curriculum development, self-study, use of technology, and training.	☐ The school leadership must ensure that the professional development program utilizes multiple formats: action research, study groups, curriculum development, self-study, use of technology, and training.	**Office of Technology** ☐ Deliver courses through the regional technology center on integrating technology into instruction in all content areas. ☐ Provide guidance and assistance with planning professional development to assist teachers in demonstrating technology proficiency. **Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 11.2	59-24-50 SC Professional Development Standards	Training includes theory, demonstration, practice, feedback, and coaching. **Findings:** ☒ The above indicator is fulfilled. ☐ Professional development training does not include theory, demonstration, practice, feedback, and coaching.	☐ The school leadership must ensure that professional development training includes theory, demonstration, practice, feedback, and coaching.	**Office of Technology** ☐ Provide guidance and assistance with planning professional development to assist teachers in demonstrating technology proficiency. **Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 11.3	59-24-50 SC Professional Development Standards	A variety of readiness and professional development activities occur at each school site rather than uniform activities throughout a system. **Findings:** ☒ The above indicator is fulfilled. ☐ The school does not use a variety of readiness and professional development activities.	☐ The school leadership must ensure that a variety of readiness and professional development activities are used throughout the school year.	**Office of Technology** ☐ Deliver courses through the regional technology center on integrating technology into instruction in all content areas. **Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development		

Number	Reference	STANDARD: Effective professional development provides the follow-up necessary to ensure improvement.
PD 12	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 12.1	59-24-50 SC Professional Development Standards	All training designs include plans for follow-up. Follow-up is monitored and supported with human and financial resources. **Findings:** ☒ The above indicator is fulfilled. ☐ Training designs do not include plans for follow-up. ☐ Follow-up is not monitored and supported with human and financial resources.	☐ The school leadership must ensure that professional development includes follow-up. ☐ A system must be in place to monitor and support the implementation of professional development strategies with human and financial resources.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 12.2	59-24-50 SC Professional Development Standards	Desired changes in on-the-job behavior improve student performance. **Findings:** ☒ The above indicator is fulfilled. ☐ Interviews and observations indicate that the professional development program does not have a positive impact on student performance.	☐ The school leadership must ensure that the main focus of professional development is improved student performance.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 12.3	59-24-50 SC Professional Development Standards	The ability of staff members to analyze and self-correct their performance improves. **Findings:** ☒ The above indicator is fulfilled. ☐ The school staff do not feel that they have the opportunity to analyze and self-correct their performance.	☐ The school leadership must create a school climate that encourages and supports self-analysis and correction, an environment where the staff is willing to try new ideas without fear of retribution.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 12.4	59-24-50 SC Professional Development Standards	Opportunities to network and share ideas and resources are promoted. **Findings:** ☒ The above indicator is fulfilled. ☐ The school leadership does not encourage opportunities to network and share ideas and resources.	☐ The school leadership must create a school climate that encourages and supports opportunities to network and share ideas and resources among the school staff.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Professional Development	

Number	Reference	STANDARD: Effective professional development uses the stages of group development to build effective, productive, and collegial teams.
PD 13	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 13.1	59-24-50 SC Professional Development Standards	Faculty and administration develop the skills to work collaboratively. **Findings:** ☒ The above indicator is fulfilled. ☐ The climate in the school is not collaborative.	☐ The school leadership must create a school climate that encourages and supports a collaborative work environment. ☐ The school leadership must conduct professional development training designed to help develop collaborative skills on the faculty.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 13.2	59-24-50 SC Professional Development Standards	Staff members know about and use interdisciplinary team organization and instruction. **Findings:** ☐ The above indicator is fulfilled. ☐ The interdisciplinary team organization concept is not used. ☒ Instruction is not integrated across subject area.	☐ The school leadership should consider implementing the interdisciplinary team organization approach to instruction. ☒ The school leadership must establish systems that ensure that instruction is integrated.	**Office of School Leadership** ☒ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 13.3	59-24-50 SC Professional Development Standards	Staff share responsibility to conduct meetings, make shared decisions, solve problems, and work collegially. **Findings:** ☒ The above indicator is fulfilled. ☐ The shared decision making model is not used at this school. ☐ Interviews and observations indicate teachers do not feel that their ideas and opinions are valued.	☐ The school leadership should consider implementing the shared decision making model at the school. ☐ The school leadership must create a school climate where teachers feel that their ideas and opinions are valued.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

		FOCUS AREA: Professional Development		

Number	Reference	STANDARD: Effective professional development increases administrators' and teachers' understanding of how to provide school environments, curriculum, and instruction that are responsive to the needs of all students.
PD 14	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 14.1	59-24-50 SC Professional Development Standards	School improvement occurs as educators see the discrepancy between the needs of children and the school's current practices. **Findings:** ☒ The above indicator is fulfilled. ☐ School improvement is hindered because educators do not see the discrepancy between the needs of children being served in their school and the school's current practices.	☐ The school leadership must conduct a detailed analysis to determine the needs of children being served in their school compared to the school's current practices.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 14.2	59-24-50 SC Professional Development Standards	Teachers adopt research-based programs and instructional strategies that are appropriate and effective for all children. **Findings:** ☐ The above indicator is fulfilled. ☒ Teachers do not use research-based programs and instructional strategies that are appropriate and effective for all children.	☒ The school leadership must establish a professional development program, which assist teachers in identifying and implementing research-based programs and instructional strategies that are appropriate and effective for all children.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 14.3	59-24-50 SC Professional Development Standards	Student work is used to inform the staff about student progress and is used as a means by which to adjust instruction. **Findings:** ☒ The above indicator is fulfilled. ☐ Student work is not is used to inform the staff about student progress and is not used as a means by which to adjust instruction. ☐ Student work is sporadically used to inform the staff about student progress and is seldom used as a means by which to adjust instruction.	☐ The school leadership must provide professional development opportunities that train the staff on how to use student work as a means by which to adjust instruction. ☐ The school leadership must implement a system for using student work to measure student progress and as a means to adjust instruction.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

	FOCUS AREA: Professional Development

Number	Reference	STANDARD: Effective professional development facilitates school-wide and classroom-based management strategies that maximize student learning.
PD 15	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 15.1	59-24-50 SC Professional Development Standards	Educators develop the ability to respond to the uniqueness of each child and each situation. They implement effective classroom management strategies. **Findings:** ☐ The above indicator is fulfilled. ☒ Classroom observations indicate teachers do not respond to the uniqueness of each child and each situation ☒ Classroom observations indicate that overall classroom management strategies in the school are not effective.	☒ The school leadership must create a school climate that encourages teachers to respond to the uniqueness of each child and each situation ☒ The school leadership must provide professional development opportunities that train the staff on how to implement effective classroom management strategies	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.
PD 15.2	59-24-50 SC Professional Development Standards	Students' self-esteem increases their success in the classroom. **Findings:** ☒ The above indicator is fulfilled. ☐ Teachers do not create inviting, student-oriented classrooms. ☐ Teachers do not demonstrate respect for all students. ☐ Teachers do not provide positive, relevant and meaningful feedback to students. ☐ Teachers do not celebrate student success.	☐ The school leadership must create a school climate that rewards teacher enthusiasm and respectful behaviors. ☐ The school leadership must encourage teachers to celebrate student success throughout the school year.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 15.3	59-24-50 SC Professional Development Standards	There is a comprehensive school-wide guidance plan incorporating student documentation. **Findings:** ☒ The above indicator is fulfilled. ☐ The school does not have a comprehensive school-wide guidance plan incorporating student documentation.	☐ The school leadership must create and implement a comprehensive school-wide guidance plan incorporating student documentation.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 15.4	59-24-50 SC Professional Development Standards	Data on student attendance, suspension, disciplinary referrals, and expulsions are reported and used to inform planning. **Findings:** ☒ The above indicator is fulfilled. ☐ Data on student attendance, suspension, disciplinary referrals, and expulsions are not used to inform planning.	☐ The school leadership must use all available data the planning process, including data on student attendance, suspension, disciplinary referrals, and expulsions.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development		

Number	Reference	STANDARD: Effective professional development addresses diversity to ensure an equitable and quality education is provided to all.
PD 16	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 16.1	59-24-50 SC Professional Development Standards	Populations are identified by gender, ethnicity, socioeconomic status, and special needs. **Findings:** ☐ The above indicator is fulfilled. ☒ Populations are not identified by gender, ethnicity, socioeconomic status, and special needs.	☒ The school leadership must disaggregate data to address populations by gender, ethnicity, socioeconomic status, and special needs. ☒ The school leadership must take action to ensure all populations receive an equitable education.	**Office of School Leadership** ☒ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.
PD 16.2	59-24-50 SC Professional Development Standards	Effective strategies to engage diverse learners and learning styles in the educational process are identified. **Findings:** ☐ The above indicator is fulfilled. ☒ Effective strategies to engage diverse learners and learning styles in the educational process are not identified.	☒ The school leadership must implement effective strategies to engage diverse learners and learning styles in the educational process.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 16.3	59-24-50 SC Professional Development Standards	Professional development incorporates diversity issues into all programs. **Findings:** ☐ The above indicator is fulfilled. ☒ The school's professional development program does not incorporate diversity issues.	☒ The school leadership must ensure that professional development incorporates diversity issues into all programs.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development		
Number	**Reference**	**STANDARD:** Effective professional development prepares educators to demonstrate high expectations for student learning.
PD 17	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 17.1	59-24-50 SC Professional Development Standards	Increasing numbers of students experience a challenging core curriculum and improve their achievement. **Findings:** ☒ The above indicator is fulfilled. ☐ Evidence does not indicate that an increased number of students are experiencing a challenging core curriculum.	☐ The school leadership must analyze the core curriculum and make appropriate changes to ensure that it provides students a challenging core curriculum focused on improving student achievement.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 17.2	59-24-50 SC Professional Development Standards	Staff participates in training about academic and professional development standards. **Findings:** ☐ The above indicator is fulfilled. ☒ The staff does not participate in training about academic and professional development standards.	☒ The school leadership must ensure that the staff participates in training about academic and professional development standards.	**Office of School Leadership** ☒ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 17.3	59-24-50 SC Professional Development Standards	Evidence of high expectations exists in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans. **Findings:** ☒ The above indicator is fulfilled. ☐ Evidence of high expectations does not exist in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans.	☐ The school leadership must calibrate the school's curriculum to ensure that students are being taught at the appropriate level.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 17.4	59-24-50 SC Professional Development Standards	Teachers and administrators believe students can learn at high levels. **Findings:** ☒ The above indicator is fulfilled. ☐ Interviews and observations indicate that teachers and administrators have low expectations for students.	☐ The school leadership must create a school climate, that insists on high standards for faculty and students.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development		
Number PD 18	**Reference** 59-24-50	**STANDARD:** Effective professional development helps teachers and administrators engage families and communities in improving all children's academic achievement.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 18.1	59-24-50 SC Professional Development Standards	Active school/business partnerships support student learning. Volunteers and mentors are available to support student learning. **Findings:** ☒ The above indicator is fulfilled. ☐ The school does not have any active school/business partnerships that support student learning. ☐ The school does not optimize the opportunity for school/business partnerships that support student learning. ☐ Volunteers and mentors are not available to support student learning.	☐ The school leadership must create and nurture school/business partnerships support student learning. ☐ The school leadership must place additional emphasis on school/business partnerships support student learning. ☐ The school leadership must establish and maintain an active volunteer and mentor program.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of Parental and Community Partnerships** ☐ Conduct workshops on increasing community and parental involvement in school activities. ☐ Conduct workshops on increasing school and business partnerships. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 18.2	59-24-50 SC Professional Development Standards	School staff and parents/families increase communication about student academic progress, and a partnership plan for student progress is created. **Findings:** ☒ The above indicator is fulfilled. ☐ School staff and parents/families do not have open and frequent communication about student academic progress. ☐ Plans for student progress are not created in partnership with school staff and parents/families.	☐ The school leadership must establish a system that encourages and supports open and frequent communication about student academic progress between school staff and parents/families ☐ The school leadership must ensure that plans for student progress are created in partnership with school staff and parents/families.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of Parental and Community Partnerships** ☐ Conduct workshops on increasing community and parental involvement in school activities. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.
PD 18.3	59-24-50 SC Professional Development Standards	Participation of parents/families in educational activities at school and home increases. **Findings:** ☒ The above indicator is fulfilled. ☐ Participation of parents/families in educational activities at school and home has not shown an increase.	☐ The school leadership must develop strategies to increase participation of parents/families in educational activities at school and home.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of Parental and Community Partnerships** ☐ Conduct workshops on increasing community and parental involvement in school activities. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA: Professional Development

Number	Reference	STANDARD: Effective professional development prepares teachers to use various types of performance assessments in their classrooms.
PD 19	59-24-50	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 19.1	59-24-50 SC Professional Development Standards	Professional development on the design and use of assessments is provided. **Findings:** ☐ The above indicator is fulfilled. ☒ Professional development on the design and use of assessments is not provided.	☒ The school leadership must provide professional development on the design and use of assessments.	**Office of School Leadership** ☒ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☒ Monitor the implementation of the recommendations of the external review team.
PD 19.2	59-24-50 SC Professional Development Standards	Modifications and accommodations are made to meet special needs of students. **Findings:** ☒ The above indicator is fulfilled. ☐ Modifications and accommodations are not made to meet special needs of students.	☐ The school leadership must ensure that modifications and accommodations are made in the professional development program to meet special needs of students.	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 19.3	59-24-50 SC Professional Development Standards	Assessment strategies are shared among teachers, schools, and districts. **Findings:** ☒ The above indicator is fulfilled. ☐ Assessment strategies are not shared among teachers, schools, and districts.	☐ The school leadership must create a school climate that encourages and supports the exchange of ideas among teachers, school administrators and district personnel	**Office of School Leadership** ☐ Provide assistance and guidance on the implementation of the South Carolina Professional Development Standards focusing on leadership issues. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Professional Development	
Number	**Reference**	**STANDARD:** Individual growth plans for teachers are supportive of the school renewal plan.
PD 20	59-26-40	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 20.1	59-26-40	Teachers employed under provisional contracts complete individualized professional growth plans that are established by the school or district and are supportive of the school renewal plan. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation that teachers employed under provisional contracts have completed individualized professional growth plans. ☐ There is no documentation that the professional growth plans of teachers employed under provisional contracts reflect support of the district strategic plan and the school renewal plan.	☐ The school leadership must direct all teachers employed under provisional contracts to complete individualized professional growth plans. ☐ The school leadership must review the professional growth plans of all teachers employed under provisional contracts and revise and/or modify these plans to ensure that they reflect support of the district strategic plan and the school renewal plan.	**Office of Teacher Induction and Evaluation** ☐ Provide ADEPT (Assisting, Developing, and Evaluating Professional Teaching) training to teachers employed under provisional contracts. ☐ Provide individualized requested assistance. ☐ Provide training related to provisional contract teachers. **Office of Curriculum and Standards** ☐ Provide assistance with planning professional development that targets goals in the district strategic plan and the school renewal plan. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 20.2	59-26-40	Teachers employed under annual contracts complete individualized professional growth plans that are established by the school or district and are supportive of the district strategic plan and the school renewal plan. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that teachers employed under annual contracts complete individualized professional growth plans. ☐ There is no documentation to confirm that individualized professional growth plans of teachers employed under annual contracts are supportive of the district strategic plan and the school renewal plan.	☐ The school leadership must direct all teachers employed under annual contracts to complete individualized professional growth plans. ☐ The school leadership must review, revise, and/or modify all professional growth plans for teachers employed under annual contracts to ensure that these plans reflect support of the district strategic plan and the school renewal plan.	**Office of Teacher Induction and Evaluation** ☐ Provide ADEPT training to teachers employed under annual contracts. ☐ Provide individualized requested assistance. ☐ Provide training related to annual contract teachers. **Office of Curriculum and Standards** ☐ Provide assistance with planning professional development that targets goals in the district strategic plan and the school renewal plan. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 20.3	50-26-40	Teachers employed under continuing contracts develop individualized professional growth plans with goals that are established by the teacher in consultation with a building administrator and are supportive of the district strategic plan and the school renewal plan. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm the existence of individualized professional growth plans for teachers employed under continuing contracts. ☐ There is no documentation to confirm that the individualized professional growth plans of teachers employed under continuing contracts contain goals that are established by the teacher in consultation with a building administrator. ☐ There is no documentation to confirm that individualized professional growth plans of teachers employed under continuing contracts contain goals that are supportive of the district strategic plan and the school renewal plan.	☐ The school leadership must ensure that all teachers employed under continuing contracts complete individualized professional growth plans. ☐ The school leadership must review, revise, and/or modify the professional growth plans of all teachers employed under continuing contracts to ensure that these plans reflect development by teachers in consultation with a building administrator and are supportive of the district strategic plan and the school renewal plan.	**Office of Teacher Induction and Evaluation** ☐ Provide ADEPT training to teachers employed under continuing contracts. ☐ Provide individualized requested assistance. **Office of Curriculum and Standards** ☐ Provide assistance with planning professional development that targets goals in the district strategic plan and the school renewal plan. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

FOCUS AREA:	Professional Development	

Number	Reference	STANDARD: All administrators have an individual, ongoing professional growth plan that is updated annually, appropriate to their roles or positions, and supportive of their individual growth and organizational needs.
PD 21	59-24-30	

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 21.1	59-24-10	Any person hired in a permanent position as a principal for any elementary, secondary school or career and technology center is assessed for instructional leadership and management capabilities by the SDE Leadership Academy. The principal uses the results of that assessment to develop his or her individual professional growth plan. **Findings:** ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that the first-time principal was assessed for instructional leadership and management capabilities by the SDE Leadership Academy prior to his or her permanent appointment in that position. ☐ There is no documentation to confirm that the first-time principal used the SDE Leadership Academy assessment of instructional leadership and management capabilities to develop his or her individual professional growth plan. ☐ There is no documentation to confirm that the principal has developed a professional growth plan.	☐ The first-time principal must be assessed for instructional leadership and management capabilities by the SDE Leadership Academy *prior* to his or her permanent appointment in that position. ☐ The first-time principal must use the SDE Leadership Academy assessment of instructional leadership capabilities to develop his or her individual growth plan.	**Office of School Leadership** ☐ Provides intensive, structured assessment of leadership and management skills of first-time principals through its two assessment models: the Developmental Assessment Center and Selecting and Developing the 21st Century Principal. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 21.2	59-24-30	The principal's individual growth plan is developed based on needs that have been identified in the district strategic plan and school renewal plan and is updated annually. ☒ The above indicator is fulfilled. ☐ There is no documentation to confirm that the principal has a professional growth plan. ☐ There is no documentation to confirm that the principal's individual professional is based on needs that have been identified in the district strategic plan and school renewal plan and is updated annually.	☐ Individual growth plans for all administrators must be appropriate for their role or position, must support the needs identified in the district strategic plan and the school renewal plan, and must be updated annually. ☐ The school/district leadership must review existing individual growth plans for all administrators and revise and/or modify these plans to ensure that they are appropriate for each administrator's role or position, support the needs identified in the district strategic plan and the school renewal plan, and are updated annually.	**Office of School Leadership** ☐ Provide assistance with the development of individual professional development plans. **Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

		FOCUS AREA: Professional Development	
Number	**Reference**	**STANDARD:** New principals are enrolled in a formalized induction program.	
PD 22	59-24-80		

Number	Reference	Indicator	Recommendations	Technical Assistance
PD 22.1	59-24-80	▸ Each school district or consortium of districts provides a formalized induction program for school principals serving for the first time as head building administrators. ▸ (District Driven Indicator) **Findings:** ☒ Not applicable ☐ The above indicator is fulfilled. ☐ The school district does not provide a formalized induction program for school principals serving for the first time as head building administrators.	☐ The school district must provide a formalized induction program for school principals serving for the first time as head building administrators.	**Office of School Quality** ☐ Monitor the implementation of the recommendations of the external review team.

Jasper County HS

ERT Report Instrument

Intervention and Assistance Team
Office of School Quality
Division of Professional Development and School Quality

<u>Performance</u>

School Year 2002 –2003

School: <u>Jasper County High School</u>

FOCUS AREA:	Performance	
Number	**Reference**	**STANDARD:** Schools who enroll students in grades three through eight use the PACT to measure the degree to which the school has successfully imparted knowledge and skills in the core curriculum. The school achieves a high level of performance or demonstrates improvement in performance on the PACT.* *This standard should be reviewed only for schools serving grades three through eight.
Per 1	59-18-310	

Number	**Reference**	**Indicator/Findings**
Per 1.1	59-18-310	A review of the latest school report card indicates that the school has an absolute rating of average or above. **Findings:** ☐ Not applicable ☐ The above indicator is fulfilled. ☒ A review of the latest school report card indicates that the school has an absolute rating of below average or unsatisfactory.
Per 1.2	59-18-310	A review of the latest school report card indicates that the school has an improvement rating of average or above. **Findings:** ☐ Not applicable ☐ The above indicator is fulfilled. ☒ A review of the latest school report card indicates that the school has an improvement rating of below average or unsatisfactory.

FOCUS AREA:	Performance	
Number	**Reference**	**STANDARD:** Schools that enroll students in grades nine through twelve use Exit Examination success and eligibility for LIFE Scholarships to measure the degree to which the school has successfully imparted knowledge and skills in the core curriculum.*
Per 2	59-18-310	*This standard should be reviewed only for schools serving grades nine through twelve.

Number		**Indicator/Findings**
Per 2.1		A review of the latest school report card indicates that the school has an absolute rating of average or above. **Findings:** ☐ Not applicable ☐ The above indicator is fulfilled. ☒ A review of the latest school report card indicates that the school has an absolute rating of below average or unsatisfactory.
Per 2.2		A review of the latest school report card indicates that the school has an improvement rating of average or above. **Findings:** ☐ Not applicable ☐ The above indicator is fulfilled. ☒ A review of the latest school report card indicates that the school has an improvement rating of below average or unsatisfactory.

External Review Team
Teacher Specialists On-Site Recommendations
2003–04 School Year

School: <u>Jasper County High School</u> District: <u>Jasper County School District</u>

Based on the results of the external review, we recommend placement of Teacher Specialists in the following grades or content areas:

2002–03 TSOS Recommendations Select a "1" by the first priority for TSOS, a "2" by the second priority for TSOS, and so on until all the recommended TSOS placements are given a priority.			
Elementary School	Middle School	High School	Specialized
Kindergarten 0			
First grade 0	**English** 0	**English** 1	**Special Education** ☐
Second grade 0	**Mathematics** 0	**Mathematics** 2	**English proficiency** ☐ **(LEP)**
Third grade 0	**Science** 0	**Science** 3	
Fourth grade 0			
Fifth grade 0			